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Date: 7/21/54

By direction of

Chief of Naval Research (Code 451)

PERSONNEL STUDIES IN MINE WARFARE

TECHNICAL REPORT-PART V

CRITERION DEVELOPMENT FOR THE MINEMAN BILLET

By: WILLIAM S. BARKER MILTON H. IREDELL HARRY J. OLDER

A RESEARCH PROJECT CONDUCTED FOR THE BUREAU OF NAVAL PERSONNEL UNDER CONTRACT Nonr 902 (00).

PRA REPORT 54-4 • APRIL 1954

PSYCHOLOGICAL RESEARCH ASSOCIATES

1025 CONNECTICUT AVENUE, NORTHWEST

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54AA 51028

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Technical Report - Part V
Criterion Development for the Mineman Billet

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PSYCHOLOGICAL RESEARCH ASSOCIATES 1025 Connecticut Avenue, N. W. Washington, 6, D. C.

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FIRST OF ALL, THANKS ARE DUE TO THE MAN WHO CONTRIBUTED AT EVERY STEP OF THE RESEARCH, FROM THE EARLY STAGES OF BILLET ANALYSIS TO THE FINAL SCORING OF THE EVALUATIONS REPORTED HERE. J. H. PRICE, MNC, U.S.N. TOOK PART IN ALL PHASES, WITH A CONTINUALLY ACCELERATING DEGREE OF INTEREST AND ENTHUSIASM. SUCH INACCURACIES AS MAY OCCUR IN THE FINAL FORM OF THE CRITERION WHICH FORMS THE BASIS OF THIS RESEARCH CANNOT BE LAID TO HIM. WHATEVER EXCELLENCE WAS ATTAINED WAS LARGELY THROUGH HIS EFFORTS. APPRECIATION IS ALSO EXPRESSED TO THE PETTY OFFICERS WHO ACTED AS EXAMINERS UNDER THE DIRECTION OF CHIEF PRICE:

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LUCAS, KENNETH W., GMC
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WRIGHT, FRANK A., TMC
TURBETT, CLYDE G., AOI

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JOHN H. LONG, COMMANDING OFFICER, U.S. NAVAL Schools, Mine Warfare. WE
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CDR. ROBERT A. SCURLOCK, EXECUTIVE OFFICER

LCDR. DALE V. SCHERMERHORN, SCHOOLS OFFICER

LT. RALPH E. SWISHER, OFFICER IN CHARGE, MINES

LTJG. WALTER E. BUCH, ASSISTANT OFFICER IN CHARGE, MINES

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CDR. W. E. BENBOW, ORDNANCE OFFICER

CDR. F. C. HUMPHREYS, PLANNING OFFICER

LT. D. W. VANCE, PERSONNEL OFFICER

IN ADDITION, THE FOLLOWING OFFICERS, WHO WENT TO A GREAT DEAL OF TROUBLE IN MAKING MEN AVAILABLE FOR EVALUATION SHOULD BE MENTIONED?

LT. J. J. Butt, Officer in Charge, Project 4

LTJG. F. C. MATTERN, JR., ASSISTANT MINES SERVICE TEST OFFICER

ENS. F. M. Hollen, Mine Mechanism Officer

CHGUN. R. K. Schardin, Assistant Inspection Officer

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Mr. M. C. HANSEN (RE7A), BU ORD

Mr. E. L. Johnston (MA7), Bu Ord

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PSYCHOLOGICAL RESEARCH ASSOCIATES REPRESENTATIVES TO THE NAVY INSTALLATIONS

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ON ILLUSTRATIONS AND GRAPHS.

LAST BUT NOT LEAST WE WISH TO EXPRESS OUR APPRECIATION TO THE MINE-MEN WHO PARTICIPATED AS SUBJECTS IN THIS PROJECT. THEY REMAIN ANONYMOUS AS PROMISED.

ALL PHOTOGRAPHS WHICH APPEAR IN THIS REPORT ARE OFFICIAL NAVY PHOTO-

#### A BRIEF SUMMARY OF THIS REPORT

This report describes the development of a Billet Criterion Measure, and its administration to !!! minemen.

THE MEASURE WAS DEVELOPED FROM BILLET DESCRIPTIONS GATHERED IN PREVIOUS RESEARCH WITH THE HELP OF SUBJECT MATTER EXPERTS. IN ITS FINAL
FORM IT CONTAINED NINE STATIONS, EACH OF WHICH PROVIDED AN EVALUATION OF
HOW WELL A MINEMAN GOULD PERFORM ON AND HOW MUCH HE KNEW ABOUT CERTAIN
MINE COMPONENTS. A QUICK OVERVIEW OF THE STATIONS IS PROVIDED IN CHAPTER
VI.

THE SCORES AS ANALYSED AFTER ADMINISTRATION SHOWED DIFFERENCES BETWEEN PAY GRADES IN THE DIRECTION WHICH WAS EXPECTED. THE DIFFERENTIAL
IS SHOWN GRAPHICALLY IN FIGURE 10, PAGE 66.

IT IS FELT THAT THE MEASURE TO WHICH SUGGESTIONS FOR FUTURE USE ARE APPENDED, CAN BE USED BY THE NAVY AS A STANDARD AGAINST WHICH TO EVALUATE SUCH THINGS AS CLASS-ROOM PROCEDURES, AND PENCIL AND PAPER TESTS OF JOB PROFICIENCY. THE USE OF THE CRITERION AS A MEASURE TO DETERMINE TRAINING DEFICIENCIES IS ALSO POSSIBLE. PERSONNEL MANAGEMENT PROCEDURES WITHIN AN OPERATIONAL UNIT MAY BE IMPROVED THROUGH EVALUATION OF TRAINED MEN ALREADY ON THE JOB.

IN ADDITION, THIS REPORT CAN SERVE AS A "HANDBOOK" FOR THE NAVY'S
USE IN CONSTRUCTING PERFORMANCE CRITERION MEASURES FOR OTHER BILLETS.

#### CHAPTER I

#### INTRODUCTION ...

THIS REPORT IS PART V OF FIVE PERSONNEL STUDIES IN THE FIELD OF MINE WARFARE, PRODUCED BY PSYCHOLOGICAL RESEARCH ASSOCIATES UNDER CONTRACT NOR 902 (00). THE REPORTS ARE TITLED AS FOLLOWS:

(1) TECHNICAL REPORT - PART 1 - PROCEDURES, MANUALS, AND FORMS FOR INTERVIEWING, TABULATING, AND COMPILING BILLET ANALYSIS - INFORMATION (UNCLASSIFIED).

Appendices to Technical Report - Part I - Procedures, Manuals, and Forms for Interviewing, Tabulating, and Compiling Billet Analysis Information (Unclassified).

(2) TECHNICAL REPORT - PART II - MINE WARFARE BILLET DESCRIPTIONS AND SPECIFICATIONS - VOLUME I - MINE COUNTERMEASURES (CONFIDENTIAL)

TECHNICAL REPORT - PART II - MINE WARFARE BILLET DESCRIPTIONS AND SPECIFICATIONS - VOLUME II - MINING (CONFIDENTIAL).

- (3) TECHNICAL REPORT PART III (SECRET).
- (4) TECHNICAL REPORT PART IV RECOMMENDATIONS FOR SELECTION STANDARDS AND TRAINING FOR MINE WARFARE BILLETS (CONFIDENTIAL).
- (5) TECHNICAL REPORT PART V CRITERION DEVELOPMENT FOR THE MINEMAN BILLET (CONFIDENTIAL).

THE PRESENT REPORT IS THE FINAL STUDY IN PERSONNEL STUDIES IN MINE
WARFARE, AND EMPLOYS DATA PREVIOUSLY REPORTED IN FORMER STUDIES, PARTICULARLY FROM PART II. IN ORDER TO UNDERSTAND ADEQUATELY THE COLLECTION
AND USE OF BILLET ANALYSIS INFORMATION IN THE CONSTRUCTION OF PERFORMANCE

MEASURES, THE READER IS ADVISED TO REFER TO THE REPORTS LISTED ABOVE.

INITIALLY IT WAS PLANNED TO STUDY PRESENT METHODS FOR ASSESSING

PROFICIENCY IN THE MORE CRITICAL MINE WARFARE BILLETS. FOR THOSE BILLETS

JUDGED TO BE OF CRITICAL IMPORTANCE AND FOR WHICH ADEQUATE PERFORMANCE

STANDARDS WERE NOT AVAILABLE, EFFORTS WOULD BE MADE TO DEVELOP SUCH

MEASURES AND SUBJECT THEM TO EVALUATION. IT WAS DECIDED THAT EMPHASIS

SHOULD BE ON ON-THE-JOB PERFORMANCE RATHER THAN ON PAPER AND PENCIL TESTS

OF THEORETICAL KNOWLEDGE WHEREVER POSSIBLE. IT WAS FELT THAT ONLY THROUGH

BILLET BEHAVIOR MEASURES WOULD OPERATIONAL PROFICIENCY BE ADEQUATELY PRE-

As the project progressed it became evident that some delimiting would be necessary, consequently the criterion development described in this report deals with a single critical billet, mineman. The decision to delimit, made in conference with the Personnel Analysis Division of the Bureau of Naval Personnel, was prompted by the diversity of billet activities in mine warfare. It was decided that what was necessary was a methodology or procedure for Navy personnel to follow in constructing specific performance tests for use as criteria.

THE EMPHASIS THROUGHOUT THIS PART OF THE PROJECT WAS TO DEVELOP A

CRITERION IN SUCH A WAY THAT THE METHOD COULD SERVE AS A GUIDE FOR CRI
TERION CONSTRUCTION, BY NAVY PERSONNEL, FOR OTHER BILLETS. A SUBJECT-MATTER

EXPERT CAN USE THIS REPORT IN CONSTRUCTING CRITERION MEASURES WITH A

MINIMUM OF HELP FROM PSYCHOLOGISTS OR PERSONNEL TECHNICIANS. SUCH HELP

MAY BE DESIRABLE ESPECIALLY IN THE FINAL STAGES OF STATISTICAL EVALUATION

AND ANALYSIS OF DATA.

#### CHAPTER 11

#### THE NEED FOR AND CHARACTERISTICS OF A CRITERION

#### THE NEED FOR A CRITERION

IN ORDER TO EVALUATE THE ADEQUACY OF EXAMINATIONS AND TESTS GIVEN
IN SITUATIONS WHICH REQUIRE AN ESTIMATE OF JOB AB: LITY IT IS NECESSARY
TO HAVE A STANDARD FOR COMPARISON. THE INSTRUCTOR WHO CONSTRUCTS AN
EXAMINATION FOR HIS COURSE MAY HIMSELF FEEL STRONGLY ABOUT ITS GOODNESS,
HE MAY BE SATISFIED THAT THE BEST SCORES GO TO THE BEST STUDENTS AND THAT
STUDENTS WHOM HE HAS JUDGED POOR ALSO GET POOR SCORES ON HIS EXAMINATION.
HIS STANDARD OF COMPARISON IS, OF COURSE, HIS PERSONAL JUDGEMENT CONCERNING
THE STUDENTS. THIS STANDARD OR CRITERION MAY, RIGHTLY OR WRONGLY, BE
QUESTIONED BY THOSE WHO DO NOT HAVE THE SAME HIGH OPINION OF THE INSTRUCTOR'S JUDGEMENT IN THIS MATTER. WHAT IS NECESSARY IS A CRITERION WITH
WHICH THE RESULTS OF HIS EXAMINATION CAN BE COMPARED AND WHICH IS INDE-

THE MAJOR PURPOSE OF THIS REPORT IS TO DELINEATE THE CONSTRUCTION

OF A CRITERION WHICH MAY BE USED IN EVALUATING THE JOB PERFORMANCE OF

MINEMEN AND WHICH CAN ALSO BE USED TO EVALUATE PAPER AND PENCIL OR OTHER

MEASURES OF INFORMATION AND ABILITY.

#### THE CHARACTERISTICS OF A CRITERION

SCANNING THIS OR ANY REPORT OF CRITERION DEVELOPMENT WILL SUGGEST

THAT GREATER EFFORT IS EXPENDED IN DEVELOPING CRITERIA THAN IS USUAL IN

CONSTRUCTING EXAMINATIONS FOR DAY TO DAY USE. HOWEVER, THE CHARACTERIS
TICS WHICH ARE DESIRABLE IN EXAMINATIONS ARE THOSE THAT ARE NECESSARY IN

CRITERIA. FOLLOWING IS A BRIEF DISCUSSION OF TEST CHARACTERISTICS IMPOR
TANT IN BOTH.

VALIDITY - IN ORDER THAT A MEASURE BE UNEFUL AS AN EXAMINATION OR AS A CRITERION IT MUST, IN A GIVEN SHIUATION. DIFFERENTIATE BETWEEN THOSE WHO ARE ABLE AND THOSE WHO ARE NOT. THIS REQUIREMENT IS KNOWN AS VALIDITY.

RELATIVE TO THE CONSTRUCTION OF A CRITERION BUCH AS THE PRESENT ONE, THERE ARE THREE ASPECTS OF VALIDITY WHICH MUST BE CONSIDERED. THESE ARE CONTENT VALIDITY, CONCURRENT VALIDITY. AND PRESISTIVE VALIDITY.

- 1. CONTENT VALIDITY IS SHOWN BY SEMONSTRATING THAT THE CONTENT
  OF THE MEASURE SAMPLES ADEQUATELY THE SITUATIONS OR SUBJECT MATTER OF THE
  BILLET. CONTENT VALIDITY IS ESPECIALLY IMPORTANT IN THE CASE OF PROFICIENCY MEASURES.
- 2. CONCURRENT VALIDITY IS EVALUATED BY SHOWING HOW WELL SCORES
  ON THE TEST OR CRITERION MEASURE CORRESPOND TO OTHER MEASURES OF CONCURRENT STATUS OR ABILITY.
- 3. PREDICTIVE /ALIDITY IS QUITE SIMILAR TO CONCURRENT VALIDITY EXCEPT FOR THE TIME CLEMENT. PREDICTIVE VALIDITY IS SHOWN BY HOW WELL PREDICTIONS MADE FROM THE MEASURE ARE CONFIRMED BY EVIDENCE GATHERED AT SOME SUBSEQUENT TIME. THIS REQUIRES A RELATIVELY LONG RANGE RESEARCH PROGRAM.

RELIABILITY - ALTHOUGH VALIDITY IS THE PRIME CONSIDERATION, A GOOD MEASURE MUST ALSO BE RELIABLE. IT MUST MEASURE THE ABILITY IN A CONSTANT AND CONSISTENT WAY. IF AN INDIVIDUAL DOES WELL ONE DAY, HE SHOULD NOT FAIL ON THE SAME THING THE NEXT, ASSUMING THAT HE HAS NOT CHANGED SIGNI-FICANTLY IN ABILITY. FURTHER, SUCCESSIVE EXAMINERS WHO SCORE AN INDIVIDUAL SHOULD OBTAIN VERY SIMILAR RESULTS. THIS LAST POINT IS INTIMATELY LINKED WITH THE CHARACTERISTIC OF MEASURES DESCRIBED NEXT.

OBJECTIVITY - ONE FEATURE WHICH TENDS TO INCREASE THE RELIABILITY

OF SCORES IS OBJECTIVITY. THIS CHARACTERISTIC REQUIRES THAT A MINIMUM

OF PERSONAL BIAS BE PRESENT IN SCORING. Lack OF OBJECTIVITY RESULTS IN

AN INDIVIDUAL'S SCORE FLUCTUATING ACCORDING TO THE DAY TO DAY CHANGES

IN THE FEELINGS OF THE EXAMINER. THE SCORE RECEIVED WILL VARY DEPENDING

UPON WHICH EXAMINER SCORES THE PERFORMANCE.

FACE VALIDITY - ANOTHER DESIRABLE CHARACTERISTIC WHICH IS OFTEN CONSIDERED ESSENTIAL IS FACE VALIDITY. THIS REQUIRES THAT THE MEASURE NOT ONLY BE VALID BUT THAT IT HAVE THE APPEARANCE OF VALIDITY. IF THE INDIVIDUAL TO BE EXAMINED IS TO DO HIS BEST ON THE EXAMINATION IT IS PARTICULARLY IMPORTANT THAT HE CONSIDER THE MEASURE RELATED TO THE JOB DUTIES AND RESPONSIBILITIES CALLED FOR BY THE BILLET IN WHICH HE IS BEING EVALUATED.

PRACTICALITY - CLOSELY RELATED TO THE ABOVE EARMARKS OF A GOOD

MEASURE IS THE REQUIREMENT THAT IT BE PRACTICAL TO ADMINISTER AND SCORE.

A MEASURE WHICH IS GOOD IN OTHER RESPECTS MAY FAIL IN USEFULNESS THROUGH BEING TOO TIME CONSUMING OR DIFFICULT TO EMPLOY.

MENTION OF THESE CHARACTERISTICS, AS THEY APPLY TO THE MEASURE DEVELOPED IN THIS RESEARCH IS MADE IN APPENDIX C.

#### CHAPTER !!!

#### PLANNING THE CRITERION MEASURE

PRELIMINARY PLANNING OF CRITERION

PREVIOUS WORK ON CONTRACT NONR 902 (00) YIELDED A COMPLETE BILLET DESCRIPTION OF THE MINEMAN'S JOB. THE ACTIVITIES WHICH COMPOSE THIS BILLET ARE PRESENTED IN TECHNICAL REPORT - PART II - MINE WARFARE BILLET DESCRIPTIONS AND SPECIFICATIONS (CONFIDENTIAL). THEY INVOLVE 104! TASKS, EACH DESCRIBED IN THE REPORT UNDER A FLAG STATEMENT. THE TASKS COVER THE LARGE NUMBER OF DIFFERENT KINDS OF ACTIVITIES WHICH A MINEMAN PERFORMS. AMONG OTHER THINGS, THE TASKS VARY IN HOW ROUTINE THEY ARE, IN IMPORTANCE, IN DIFFICULTY, AND IN THE NUMBER OF MEN REQUIRED TO DO THEM. FURTHER, IT WAS IMMEDIATELY APPARENT THAT NOT ALL OF THEM COULD BE PRACTICALLY TESTED. WHAT FOLLOWS IS A DESCRIPTION OF THE MANNER IN WHICH THE

A) PARTICIPATION OF SUBJECT MATTER SPECIALISTS AND PSYCHOLOGICAL RESEARCH ASSOCIATES.

EACH OF THE 1041 FLAG STATEMENTS WAS TYPED ON A 3 BY 5 CARD AND ALL WERE ASSEMBLED IN A BOX IN THE ORDER IN WHICH THEY APPEARED IN TECHNICAL REPORT - PART II - MINE WARFARE BILLET DESCRIPTIONS AND SPECIFICATIONS (CONFIDENTIAL) - VOLUME II - MINING. SIX SUCH SETS WERE TYPED. SIX MINEMEN EXPERTS (FOUR CHIEF PETTY OFFICERS AND TWO FIRST CLASS PETTY OFFICERS) WERE EACH PRESENTED WITH A SET OF CARDS AND INSTRUCTIONS TO SORT THEM INDEPENDENTLY THROUGH FIVE SUCCESSIVE BARRIERS:

FIRST SORT:

CARDS)

(ALL

REPRESENTATIVENESS. IS THIS TASK REPRESENTATIVE OF THE WORK THE MINEMAN DOES IN GENERAL, THAT IS, IS THIS TASK ISOLATED, UNUSUAL, AND ONLY DONE IN ONE OR TWO MINES OR, IS IT ROUTINE AND DONE ON MOST MINES? IF THE TASK IS ISOLATED OR UNUSUAL, THAT IS, NOT TYPICAL OF WHAT THE MINEMAN DOES IN HIS DAY-

TO-DAY WORK, PUT THE CARD IN PILE A. IF THE TASK IS ROUTINE AND TYPICAL OF WHAT THE MINEMAN DOES IN HIS DAY-TO-DAY WORK,

PUT THE CARD IN PILE B.

SECOND SORT:

(PILE B

IMPORTANCE. IS THIS TASK FREQUENTLY REQUIRED OF NEARLY ALL MINEMEN? (AT FIRST, FREQUENTLY WAS DEFINED AS AN AVERAGE OF ONCE A MONTH BUT IT SOON BECAME EVIDENT THAT THIS WOULD RESULT IN PRACTICALLY ALL CARDS BEING DELETED. CONSEQUENTLY, FREQUENTLY WAS REDEFINED AS ONCE A YEAR). IF THE TASK IS NOT FREQUENTLY REQUIRED OF THE MINEMAN, PUT THE CARD IN

PILE A. IF THE TASK IS FREQUENTLY REQUIRED OF THE MINEMAN,

PUT THE CARD IN PILE B.

THIRD SORT:

(PILE B

DIFFICULTY. IS THIS TASK SO EASY THAT ALL MINEMEN CAN DO

IT WITHOUT ANY TROUBLE OR SO HARD THAT VERY FEW MINEMEN

CAN DO IT? IF THE TASK IS EITHER SO EASY THAT ALL MINEMEN

CAN DO IT WITHOUT ANY TROUBLE OR SO HARD THAT VERY FEW

MINEMEN CAN DO IT, PUT THE CARD IN PILE A. PUT ALL OTHER

TASK CARDS, THAT IS, THOSE THAT ARE MEDIUM HARD IN PILE B.

#### CONFIDENTIAL

FOURTH SORT: ONE MAN TASK. CAN THIS TASK BE COMPLETED ENTIRELY BY ONE

(PILE B
ABOVE)

ABOVE

IF THE TASK REQUIRES MORE THAN ONE MAN TO DO IT, PUT THE

CARD IN PILE A. IF THE TASK REQUIRES ONLY ONE MAN TO DO

IT, PUT THE CARD IN PILE B.

FIFTH SORT: PRACTICALITY. CAN THIS TASK BE TESTED BY A PRACTICAL TEST,

(PILE B
ABOVE)

THAT IS, CAN A TEST BE DEVISED TO TEST THIS TASK WHICH WOULD
NOT REQUIRE ANY "DEAD TIME", (SUCH AS A RUN DOWN TEST FOR
A 24 HOUR CLOCK) OR THE TASK WOULD NOT REQUIRE EXPENSIVE

"MOCK-UPS"? IF THE TASK CANNOT BE TESTED BY A PRACTICAL
TEST PUT THE CARD IN PILE A. IF THE TASK CAN BE PRACTICALLY
TESTED PUT THE CARD IN PILE B.

PILE B OF THE FIFTH SORT FROM EACH OF THE SIX SORTERS WAS THEN USED TO SELECT THE TASKS WHICH HAD PASSED THESE BARRIERS SUCCESSIVELY.

THE STANDARD OF ACCEPTABILITY WAS SET AT FOUR OF THE SIX. THUS, ANY

CARD WHICH APPEARED IN FOUR OF THE SIX FINAL PILES WAS ACCEPTED FOR POSS
IBLE INCLUSION IN THE CRITERION MEASURE. TWENTY-EIGHT CARDS, EACH REPRE
SENTING A MN TASK, WERE PASSED THROUGH ALL FIVE BARRIERS BY FOUR OF

THE SIX SORTERS.

#### B) THE QUESTIONNAIRE

WHILE THIS SORTING PROCEDURE IS AN EXCELLENT MEANS OF REDUCING THE TASKS TO A MANAGEABLE NUMBER, FURTHER CONSIDERATION WAS NECESSARY IN THE SCREENING PROCESS. IN THIS KIND OF SELECTION PROCESS A TASK MIGHT BE

REJECTED DURING THE "FREQUENCY" SORT THAT PERHAPS IS SO CRITICAL AS TO DEMAND EVALUATION OF A MINEMAN'S ABILITY TO PERFORM IT. THUS, A REVIEW OF THE REJECTED "A" PILES WAS NECESSARY AND IN THE PRESENT INSTANCE WAS CARRIED OUT. NO EXCEPTION TO THE SORTING PROCESS WAS DEEMED NECESSARY. IN THIS CONNECTION IT IS INTERESTING TO NOTE THAT THE "DIFFICULTY" SORT RESULTED IN THE REJECTION OF TASKS WHICH IN THE OVERWELMING MAJORITY WERE "EASY" RATHER THAN "HARD".

FURTHER PARTICIPATION OF THE MINEMEN EXPERTS INVOLVED FILLING OUT

A QUESTIONNAIRE CONSTRUCTED TO OBTAIN FURTHER INFORMATION ABOUT THE 28

TASKS ON WHICH FOUR OF THE SIX SORTERS AGREED. THE ADMINISTRATION OF

THE QUESTIONNAIRE PROVIDED DETAILS WHICH WERE OF GREAT VALUE IN ITEM

CONSTRUCTION IN A LATER STEP. THE GENERAL FORMAT OF THE QUESTIONNAIRE

IS PRESENTED BELOW:

| •  | I HAVE SEEN THIS JOB DONE ABOUT TIMES.                       |
|----|--------------------------------------------------------------|
| 2. | THE THING THAT MANY MEN FORGET TO DO WHEN DOING THIS JOB IS: |
| 12 |                                                              |
|    |                                                              |
|    |                                                              |
| ·  | THIS WAS FORGOTTEN ABOUT TIMES OUT OF THE NUMBER ! HAVE      |
|    |                                                              |

4. IF THIS WERE DISCOVERED RIGHT AWAY IT WOULD TAKE ABOUT

|    | MINUTES TO FIX AND WOULD NOT REQUIRE REPLACEMENT. IF NOT DIS-   |
|----|-----------------------------------------------------------------|
|    | COVERED RIGHT AWAY IT WOULD:                                    |
|    |                                                                 |
|    |                                                                 |
|    |                                                                 |
| 5. | THE MOST COMMON MISTAKE MADE IN DOING THIS JOB IS:              |
|    |                                                                 |
|    |                                                                 |
|    |                                                                 |
| 6. | THIS MISTAKE WAS MADE ABOUT TIMES OUT OF THE NUMBER !           |
|    | HAVE SEEN.                                                      |
| 7. | IF THIS WERE DISCOVERED RIGHT AWAY IT WOULD NOT REQUIRE REPLACE |
|    | MENT. IF NOT DISCOVERED RIGHT AWAY IT WOULD:                    |
|    |                                                                 |
|    |                                                                 |
|    |                                                                 |
| 8. | IF YOU GAVE A MAN THIS JOB TO DO YOU COULD TELL THAT HE WAS A   |
|    | BETTER THAN AVERAGE MINEMAN IF HE:                              |
|    |                                                                 |
|    |                                                                 |
|    |                                                                 |
|    |                                                                 |

- 9. IF ALL APPARATUS IS IN GOOD CONDITION:
  - A. A GOOD EXPERIENCED MINEMAN SHOULD BE ABLE TO DO THIS JOB IN MINUTES.
  - B. AN AVERAGE MINEMAN WOULD TAKE ABOUT \_\_\_\_ MINUTES.
  - C. A POOR OR INEXPERIENCED MINEMAN MIGHT TAKE \_\_\_\_\_ MINUTES.
- 10. COMMENT ON BACK OF THIS SHEET.

THE INFORMATION PRESENTED ABOVE IN THE QUESTIONNAIRE FORMAT WAS OB-

- 1. PREPARES FOR TEST ON B-21 (BA 241/U) BATTERY.
- 2. Makes LOAD TEST ON B-21 (BA 241/U) BATTERY.
- 3. PREPARES FOR ELECTRICAL SENSITIVITY TEST ON A-5 FIRING MECHANISM.
- 4. Makes electrical sensitivity test on A-5 firing mechanism.
- 5. Sets up microphone for acoustic test on A-5 firing mechanism.
- 6. Makes acoustic sensitivity test on A-5 firing mechanism.
- 7. SETS UP MK 65 TEST SET.
- 8. Makes electrical test on A-6 (or A-8) firing mechanism.
- 9. Makes final check and continuity test on M=3 firing mechanism.
- 10. Makes final inspection of M-5 firing mechanism.
- 11. Makes insulation test on M9-0 firing mechanism.
- 12. RESETS SENSITEDL AND STEPS TO HOME POSITION, M9-0 FIRING MECHANISM.
- 13. Makes OPERATE TEST ON M9-0 FIRING MECHANISM.
- 14. Makes NON-OPERATE TEST ON M9-0 FIRING MECHANISM.

- 15. Makes initial and subsequent reset time tests, M9-O firing mechanism.
- 16. CHECKS OVER-ALL CYCLE TIMES, M9-O FIRING MECHANISM.
- 17. Makes firing test, M9-0 firing mechanism.
- 18. Makes insulation test, M9-1 firing mechanism.
- 19. Cycles SS-8 and RESETS SS-9, M9-1 FIRING MECHANISM.
- 20. Makes timing test, M9-1 firing mechanism.
- 21. Makes sensitivity and balance tests on M-II firing mechanism.
- 22. Makes OHMMETER TEST ON CD-4.
- 23. TESTS FOR SWITCH CONTACT, CD-14.
- 24. RESETS CLOCK TO O INDEX POINT, CD-14.
- 25. Hooks UP Mk 41 TEST SET.
- 26. HOOKS UP MK 27 TEST SET.
- 27. CHECKS RUNNING TIME OF A-8 FIRING MECHANISM.
- 28. Takes exciter coil reading mine Mk 36-1.

#### PLANNING CRITERION FORM AND CONTENT

A) DEVELOPMENT OF CRITERION FORM

A NUMBER OF THINGS WERE CONSIDERED IN DEVELOPING THE FORM OF THE CRITERION MEASURE. THESE INCLUDED THE RANGE AND TYPE OF CONTENT, THE TIME REQUIRED FOR ADMINISTRATION, THE NUMBER AND SKILL LEVEL OF THE MINE-MEN TO BE TESTED, THE NUMBER AND KIND OF ADMINISTRATIVE PERSONNEL, THE

PHYSICAL LOCATION OF TESTING, AND APPARATUS PROBLEMS.

THE CONTENT CONSIDERATIONS ARE DEVELOPED IN SECTION 'B) FOLLOWING.

SOME BRIEF COMMENTS AND JUDGEMENTS ABOUT THE REST OF THE CONSIDERATIONS

ARE INCLUDED HERE. THE CHARACTERISTICS OF THE FINAL FORM OF THE CRITERION

ARE LISTED BELOW WITH ACCOMPANYING RATIONALES.

- (1) LENGTH: IT WAS DECIDED THAT THE PERFORMANCE MEASURE SHOULD NOT EXCEED THREE HOURS FOR A TYPICAL MINEMAN AND SHOULD NOT EXCEED FOUR HOURS FOR THE SLOWER PERFORMERS. IN PART THIS WAS BASED ON CONSIDERATIONS OF FATIGUE AND IN PART ON ADMINISTRATIVE PROBLEMS. IT SHOULD BE NOTICED THAT THIS TIME IS MORE THAN THE AMOUNT WHICH WOULD BE REQUIRED TO GET AN APPRAISAL OF A MINEMAN'S PERFORMANCE IN FUTURE ADMINISTRATIONS OF THE CRITERION MEASURE. THE DEVELOPMENT OF THE CRITERION REQUIRES THE INCLUSION OF MORE ITEMS THAN DOES ROUTINE TESTING, FOR EXAMPLE, ALLOWANCE IS MADE FOR ITEMS WHICH IN THE RESEARCH VERSION DO NOT PROVE ADEQUATE.
- (2) DIFFICULTY. THE VARIATION IN SKILL LEVEL OF MINEMEN DEMANDS A MEASURE IN WHICH THE DIFFICULTY RANGES FROM EASY TO VERY COMPLEX ITEMS.

  A SPECIAL PROBLEM OF THIS RESEARCH WAS TO DEVELOP A MEASURE WHICH WOULD ALLOW COMPARISONS TO BE MADE AMONG MINEMEN OF ALL PAY GRADES. THE FINAL FORM HAD TO INCLUDE MATERIAL WHICH WOULD GIVE A CHIEF PETTY OFFICER A CHANCE TO DEMONSTRATE HIS ABILITY AND AT THE SAME TIME ALLOW A SEAMAN APPRENTICE TO MAKE A SCORE THAT REFLECTS HIS SKILL.
  - (3) Apparatus. The decision to build the criterion around actual

MINE COMPONENTS RATHER THAN A CO SITE TESTING APPARATUS WAS LARGELY BASEO ON THE CONDITION OF PRACTICALITY. IT WAS DECIDED THAT IT WOULD BE BETTER TO USE COMPONENTS AVAILABLE AT MINE WARFARE BASES. THE TRAINING OF TEST ADMINISTRATORS WAS THEREBY MADE SIMPLER SINCE THEY REQUIRED NO EXTENSIVE INTRODUCTION TO THE GEAR EMPLOYED. ALSO, THE MEN TESTED WERE UNOOUBTEDLY MORE AT EASE WITH RELATIVELY FAMILIAR APPARATUS. THE SELECTION OF THE SPECIFIC COMPONENTS EMPLOYED WAS DETERMINED TO SOME EXTENT BY HOW STURDY IT WAS. APPARATUS WHICH IS USED TO TEST OVER 100 MEN, MANY OF WHOM ARE RELATIVELY INEXPERIENCED, NEEDS OF NECESSITY TO BE RUGGED.

(4) Timing. An early decision in development reflected considerable though given to the time limit versus no fime limit problem. Examination of the mineman's job shows that while he frequently is called upon to turn out a large volume of work the conditions under which he does so are limited most of the time by the care necessary in preparing and testing mine components. In the juogement of the subject matter experts, one of the critical behaviors of successful minemen was that they "take their time". As a result the examination was constructed as a non-timed test and no item was scored on the basis of how long a mineman took to complete it.

One item, the last of station 2, involved a time limit for administrative reasons. Experience in a tryout suggested that men who eventually completed this i'em did so in a shorter time than the five minutes finally

ALLOTTED.

- (5) STRUCTURE. THE BREAKDOWN OF THE WHOLE TESTING SEQUENCE INTO MINE STATIONS DEVELOPED OUT OF ALL THE CONSIDERATIONS LISTED IN THE FIRST PARAGRAPH OF THIS SECTION. ONE OF THE MORE EVIDENT VALUES OF THIS SYSTEM IS THAT IT ALLOWS FOR THE TESTING OF MORE THAN ONE MAN AT A TIME. THE NUMBER OF MINEMEN WHO CAN BE TESTED AT ONCE IS LIMITED BY TWO FACTORS:
  - A. THE NUMBER OF TRAINED ADMINISTRATORS AVAILABLE
- B. THE NUMBER OF AVAILABLE SEPARATE COPIES OF THE COMPONENTS

  USED IN TESTING. A MINOR CONSIDERATION HERE IS THE FACT THAT A STATION

  WHICH IS "HIGH LEVEL" OR DIFFICULT SHOULD NOT BE ADMINISTERED AS THE FIRST

  TEST. IN TRYOUTS OF THE STATIONS TO BE DESCRIBED LATER, THE POLICY IN

  THIS RESEARCH WAS TO START A MINEMAN OUT ON ONE OF THE EASIER STATIONS.
  - B) SELECTION OF CRITERION CONTENT

THIS SECTION IS INTENDED TO DESCRIBE THE STEPS OF ADDITION AND SUBTRACTION INVOLVED IN ARRIVING AT THE GENERAL CONTENT OF THE CRITERION MEASURE. THE DEVELOPMENT OF SPECIFIC ITEMS OF CONTENT WILL BE DISCUSSED FURTHER ON. THE BASIS FOR GENERAL CONTENT SELECTION WAS OF COURSE THE 28 TASKS SELECTED AS DESCRIBED EARLIER. SEPARATE BUT INTERRELATED ANALYSES WERE PERFORMED IN CONNECTION WITH THESE DATA RESULTING FROM THE COOPERATION OF SUBJECT MATTER EXPERTS AND PSYCHOLOGICAL RESEARCH ASSOCIATES PROFESSIONAL STAFF.

One analysis consisted of determining the elements which made up each of the 28 tasks. This was done by referring to the billet description developed earlier in this research and by deriving further information from relevant OP's. Each specific item of behavior, broken down into its smallest units, was tallied for each of the 28 tasks. In addition, behavior sequences which occurred more than once in the tasks were noted. This analysis allowed the exclusion of certain steps in a specific task because of simplicity; other steps were excluded because they were essentially repetitious. Having a clear picture of how the basic tasks were alike and different made judgements about inclusion and exclusion easier. Another analysis was carried out on the responses to the questionnaire given to the subject matter experts. This yielded information about errors of ommission and errors of commission commonly made in doing the basic tasks. Judgements about the time required to do the task also resulted from this analysis.

It should be emphasized that these analyses were done with the close cooperation of a subject matter expert (MNC) and the contractor. Further information relative to the selection of criterion content was obtained in interviews with representatives of the Naval Ordnance Laboratory and through interviews with and demonstrations by instructors at U. S. Naval Schools, Mine Warfare, Yorktown, Virginia.

An advantage of the close affiliation of the contractor with subject

MATTER EXPERTS WAS THE REALIZED POSSIBILITY OF MAKING CONTENT SELECTION

MORE THAN A MECHANICAL FOLLOWING OF QUANTITATIVE PROCEDURES. AS THE LIST

OF "MUST BE INCLUDED" TASKS GREW, IT WAS POSSIBLE TO ADD TO THE MATERIAL

DRAWN FROM THE BILLET DESCRIPTIONS. IT SOON BECAME APPARENT, FOR EXAMPLE,

THAT SOME OF THE OPERATIONS INVOLVED IN THE MINEMAN'S BILLET WERE IMPLIED

RATHER THAN STATED IN THE BILLET DESCRIPTION, OTHERS WERE OF SUCH A NATURE

AS TO BE TAKEN FOR GRANTED. IN THIS REGARD AND AT THE SUGGESTION OF SUB
JECT MATTER EXPERTS SUCH THINGS AS SOLDERING, USE OF TOOLS, SCHEMATIC

DIAGRAM READING, AND THE CLOSING OF MINE CASES WERE INCLUDED IN THE FINAL

LIST OF TASKS.

C) GENERAL CONTENT OF THE CRITERION MEASURE

THE STEPS DESCRIBED IN SECTION (B) RESULTED IN JUDGEMENTS TO INCLUDE IN THIS MEASURE THE FOLLOWING KINDS OF TASKS:

- (1) IDENTIFICATION OF COMPONENTS
- (2) ASSEMBLY AND DISASSEMBLY OF COMPONENTS
- (3) ROUTINE TESTING OF COMPONENTS
- (4) TROUBLE SHOOTING
- (5) SELECTION AND USE OF TOOLS
- (6) Use of REFERENCE MATERIAL

THE ANALYSES OF THE 28 BASIC TASKS DETERMINED THE INCLUSION OF THE FOLLOWING COMPONENTS:

- (1) AN ACOUSTIC FIRING MECHANISM
- (2) A MAGNETIC PRESSURE FIRING MECHANISM
- (3) A DIP NEEDLE FIRING MECHANISM
- (4) A MAGNETIC INDUCTION FIRING MECHANISM
- (5) COMPONENTS SUCH AS CLOCK DELAY MECHANISMS AND BATTERIES

  ASSOCIATED WITH THE MINES IN WHICH THE FIRING MECHANISMS

  ARE EMPLOYED.

THE READER MAY REFER TO CHAPTER VI FOR A BRIEF OVERVIEW OF THE SPECIFIC CONTENT OF THE CRITERION MEASURE, AND TO APPENDIX B FOR MORE DETAILED INFORMATION ABOUT EACH OF THE MINE STATIONS FINALLY INCLUDED.

#### CHAPTER IV

#### CONSTRUCTION OF THE CRITERION MEASURE

THE CLOSE COOPERATION BETWEEN THE CONTRACTOR AND SUBJECT MATTER

EXPERTS WHICH CHARACTERIZED THE PRELIMINARY PLANNING OF THE CRITERION WAS

EVEN MORE INDISPENSIBLE THROUGHOUT THE CONSTRUCTION STAGES. THE GREATER

PART OF THE ITEM AND STATION DEVELOPMENT WAS CARRIED OUT AT THE CONTRACTOR'S

OFFICE IN WASHINGTON, D. C. PSYCHOLOGICAL RESEARCH ASSOCIATES WAS IM
MEASURABLY AIDED IN THE DEVELOPMENT BY THE PRESENCE IN WASHINGTON OF A

MNC ON TAD FROM U. S. NAVAL MINE DEPOT, YDRKTOWN, VIRGINIA. HIS COOPERA
TION THROUGHOUT ALL STAGES OF THIS RESEARCH CONTRIBUTED NO SMALL PART TO

THE PROJECT.

#### A) RECORDING THE RESULTS

IN GENER. THE RESULTS OF THE PERFORMANCE TESTS MAY BE RECORDED IN THREE WAYS, THROUGH THE USE OF (1) CHECK LISTS, (2) FINAL PRODUCTS, AND (3) RECORDS MADE BY THE EXAMINEE. EXAMINATION OF THE TENTATIVE CONTENT OF THE CRITERION MEASURE AS IT DEVELOPED IN THE EARLY STAGES SUGGESTED THAT IN MOST CASES THE APPROPRIATE SYSTEM TO EMPLOY WOULD BE THE USE OF CHECK LISTS. THERE WERE, HOWEVER, PARTICULARLY IN THE "USE OF TOOLS" AREA SEVERAL OPPORTUNITIES TO USE FINAL PRODUCTS AS AN ADJUNCT TO THE RECORD. THE DECISION, THEREFORE, WAS TO CONSTRUCT A RECORDING FORM COMPOSED LARGELY OF STATEMENTS REFERRING TO THE MINEMAN'S PROCEDURE BUT CONTAINING IN ADDITION STATEMENTS REFERRING TO THE QUALITY OF THE FINAL

PRODUCT OF THE MINEMAN'S EFFORT. MOST OF THE PROCEDURE ITEMS WERE PLANNED SO THAT THE EXAMINER COULD RECORD OBJECTIVELY WHAT A MINEMAN DID; OTHERS WERE PLANNED TO ALLOW RECORDING WHAT HE SAID.

B) INITIAL PREPARATION OF STATION ITEMS

THE GENERAL CONTENT DERIVED IN THE PRELIMINARY STAGES OF PLANNING WAS TRANSFORMED INTO SCORABLE ITEMS, STATION BY STATION. THE PROCEDURE FIRST INVOLVED THE SELECTION FROM THE PROPOSED CONTENT OF A UNIT TASK ENCOMPASSING TASK ELEMENTS THAT WERE CRITICAL TO MINEMEN'S PERFORMANCE. Examples of these tasks are the content of the Stations finally included in the Criterion measure. All information relevant to each station was recorded on a rough form in columns. The information included:

- 1) DIRECTIONS TO THE EXAMINEE
- 2) DIRECTIONS TO THE EXAMINER
- 3) COMPONENTS NECESSARY
- 4) DIRECTIONS AS TO LOCATION AND MODIFICATION OF COMPONENTS

  WHEN NECESSARY
- 5) TENTATIVE ITEMS TO BE SCORED
- 6) STANDARDS FOR SCORING EACH ITEM

THE RATIONALE FOLLOWED FOR ITEM TYPES WAS THAT WHICH HAS PROVED SUC-CESSFUL IN CONSTRUCTING EXAMINATIONS OF OTHER TYPES. THESE CAN BE DIS-TINGUISHED AT THREE LEVELS:

- 1) ITEMS REQUIRING KNOWLEDGE OF FACTS INCLUDING:
  - (A) NOMENCLATURE
  - (B) MATERIALS
  - (c) Tools
  - (D) ROUTINE CHECKS
- 2) Items requiring the application and use of information, such as:
  - (A) OPERATIONS OF A ROUTINE NATURE
  - (B) MAKING FAIRLY FINE DISCRIMINATIONS
  - (c) GIVEN DATA TO SIMPLE PROBLEMS ORAWING CONCLUSIONS
  - (D) RECOGNIZING DISCREPANCIES IN COMMON COMPONENTS
- 3) ITEMS REQUIRING INSIGHT INTO BASIC REASONS INCLUDING:
  - (A) "WHY" QUESTIONS
  - (B) "KNOW HOW"
  - (c) DRAWING INFERENCES
  - (0) SOLVING PROBLEMS IN UNFAMILIAR CONTEXT
  - (E) UNDERSTANDING PRINCIPLES

AS CAN BE GATHEREO FROM A CLOSE EXAMINATION OF THE FINAL RECORDING

FORM OF THE CRITERION MEASURE THESE THREE TYPES OF ITEMS WERE INCLUDED AT

VARYING LEVELS OF DIFFICULTY. FOR INSTANCE, NOT ALL ITEMS REQUIRING

KNOWLEDGE OF FACTS WERE PITCHED AT EASY LEVELS. FACTS WHICH A SEAMAN

APPRENTICE COULD REASONABLY BE EXPECTED TO KNOW AS WELL AS THOSE FAMILIAR

ONLY TO HIGHER LEVEL PETTY OFFICERS WERE BUILT INTO ITEMS.

As EACH ITEM WAS SUGGESTED FOR INCLUSION IT WAS REVIEWED FOR RELEVANCE

TO THE MINEMAN'S JOB, AND FOR THE POSSIBILITY OF OBJECTIVE SCORING.

WHEREVER A PROBLEM AROSE CONCERNING THE VALIDITY OF INCLUDING THE ITEMS,

IT WAS SUBJECTED TO EXPERT JUDGES FOR REVISION. THE ITEMS, OF COURSE,

VARIEO IN HOW EASY THEY WERE TO SCORE CONSISTENTLY; AN ITEM THE SCORING OF WHICH DEPENDED ON WHETHER A MAN CONNECTED A PARTICULAR WIRE TO A GIVEN TERMINAL PRESENTEO NO JUOGMENTAL PROBLEMS. BUT, SUCH AN ITEM AS THE FIRST ONE IN THE STATION 3 (CD-14 SETTING) WHICH WAS WORDED "DOES NOT USE SETTING TOOL BEFORE REMOVING DIAL" REQUIRED SOME INDICATION AS TO THE MEANING OF THE WORD USE. THIS COULD BE INTERPRETED TO MEAN "PICKS UP SETTING TOOLS" OR A VARIETY OF THINGS SUCH AS "TOUCHES CD-14 WITH SETTING TOOL"."

IN ORDER TO MAKE OBJECTIVE, CONSTANT SCORING POSSIBLE FROM MAN TO MAN, DIRECTIONS TO THE EXAMINER WERE INCLUDED IN TERMS OF A SCORING INSTRUCTION OR STANDARD. FOR EXAMPLE IN THE CASE OF THE ITEM REFERRED TO ABOVE THE INSTRUCTION "NO CREDIT IF HOLE IN SETTING TOOL IS PLACED ON A PIN" ACCOMPANIED THE ITEM.

IT IS OF COURSE IMPOSSIBLE TO ANTICIPATE ALL MISINTERPRETATIONS BUT

IN THE DEVELOPMENTAL STAGES OF STATION CONSTRUCTION EVERY EFFORT WAS MADE

TO ACHIEVE A RELIABLE SCORING GUIDE.

As can be seen on the final form of the examination (Appendix B)

MUCH OF THE INFORMATION RECORDED ON THE ROUGH FORM IN COLUMNS WAS TRANS
FERRED TO THE SCORING FORMS.

THE ADMINISTRATIVE OIRECTIONS PREPARED FOR THE EXAMINERS WERE DESIGNED TO PREVENT AN EXAMINEE'S EARLY FAILURE FROM PENALIZING HIM ON LATER ITEMS.

FREQUENTLY, THE EXAMINEE WAS GIVEN DIRECTIONS TO TELL THE EXAMINER WHEN

HE HAD FINISHED A CERTAIN OPERATION. THE EXAMINER COULD SCORE THE OPERATION AND THEN IF NECESSARY MAKE ANY CHANGE NECESSARY FOR A SUCCESSFUL COMPLETION OF THE NEXT STEP.

C) ITEM REVIEW AND REVISION

THE STATIONS IN ROUGH DRAFT UNDERWENT THREE SEPARATE REVIEWS:

(1) REVIEW FROM SUBJECT MATTER STANDPOINT, (2) REVIEW FROM TEST CONSTRUCTION STANDPOINT, AND (3) FINAL REVIEW BY REPRESENTATIVES OF THE BUREAU OF ORDNANCE, DEPARTMENT OF THE NAVY.

THE REVIEW FOR SUBJECT-MATTER REQUIRED FREQUENT REFERENCES TO RELEVANT OP'S AND OTHER MANUALS. FROM A TEST CONSTRUCTION POINT OF VIEW, THE
OBJECTIVITY OF SCORING, PRACTICALITY OF MAKING THE NECESSARY OBSERVATIONS,
AND THE WORDING OF DIRECT QUESTIONS TO THE EXAMINEE WERE SCRUTINIZED.
IN ADDITION, CERTAIN ADMINISTRATIVE PROBLEMS HAD TO BE ANTICIPATED. FOR
EXAMPLE, THE EXAMINER IN STATION 8 WAS DIRECTED TO DISCONNECT A LEAD TO
THE SEARCH COIL BEFORE STARTING A MINEMAN ON THE TEST. THIS PREVENTED
ACCIDENTAL OPERATION OF THE FIRING MECHANISM BEFORE THE TEST PROTOCOL
REQUIRED IT. A DIRECTION TO CONNECT THE SEARCH COIL AT THE APPROPRIATE
TIME WAS ALSO NECESSARY. THE FINAL REVIEW BY REPRESENTATIVES OF BUOND
NOT ONLY GENERALLY INCREASED THE CHANCES OF ERRORS BEING RECTIFIED BUT
ALSO ALLOWED FOR INCLUSION OR EXCLUSION ON THE BASIS OF RECENT CHANGES
NOT YET INCORPORATED IN THE OP'S.

### CHAPTER V

### PREPARATION FOR CRITERION ADMINISTRATION

THE PROJECT LIAISON OFFICER, IN COMPANY WITH THE CONTRACTOR'S REPRESENTATIVE, MADE ARRANGEMENTS WITH THE EXECUTIVE OFFICERS OF U. S. NAVAL SCHOOLS, MINE WARFARE AND THE U. S. NAVAL MINE DEPOT, YORKTOWN, VIRGINIA TO PROVIDE FOR THE ADMINISTRATION OF THE CRITERION MEASURE.

### A) INITIAL ASSEMBLY

THE NECESSARY EXAMINATION ROOMS, MINE COMPONENTS, AS WELL AS

EXAMINERS AND EXAMINEES WERE MADE AVAILABLE FOR PROJECT USE. SOME MEN
TION SHOULD BE MADE OF EACH OF THESE IN TURN.

PERSONNEL ENGAGED IN THE PROJECT WERE FORTUNATE TO HAVE ARRIVED AT

THE MINE DEPOT AT A TIME WHEN FOUR ROOMS WERE AVAILABLE, THE CHARACTERISTICS OF WHICH WERE MOST APPROPRIATE FOR ADMINISTERING THE CRITERION

MEASURE. THE ROOMS PROVIDED WERE FREE FROM OUTSIDE DISTRACTIONS, WERE

WELL-LIGHTED, AND WERE SUPPLIED WITH PLENTY OF ELECTRICAL RECEPTACLES.

THE SEPARATION OF THE ROOMS MADE IT POSSIBLE TO AVOID WHISPERING QUESTIONS

AND ANSWERS. IN THE EXAMINATION, THE EXAMINER FREQUENTLY ASKED FOR AND

RECEIVED ORAL REPORTS FROM EXAMINEES; IN THE PHYSICAL PLANT PROVIDED,

OVERHEARING OF THESE BY OTHER EXAMINEES WAS ELIMINATED.

THE MINE COMPONENTS NECESSARY WERE ASSEMBLED IN THE RESEARCH ROOMS AND ARRANGED SO THAT THREE OF THE ROOMS CONTAINED TWO STATIONS AND ONE HELD THREE. THE GEAR WAS MODIFIED WHERE NECESSARY AND SET UP FOR ADMINISTRATION. (THE MODIFICATIONS ARE DESCRIBED IN APPENDIX B.)

A REQUEST WAS MADE AND APPROVED FOR EXAMINERS TO BE HIGH LEVEL PETTY OFFICERS. THESE EXAMINERS WERE OBTAINED FROM THE MINE DEPOT.

THE ARRANGEMENTS FOR SUBJECTS INCLUDED THE SCHEDULING OF MINEMEN FROM THE MINE WARFARE SCHOOL AND FROM THE MINE DEPOT. THE SCHOOL SUPPLIED 15 MEN OF DIFFERENT RATES FOR A PRELIMINARY TRYOUT OF THE MEASURES AND ALSO 13 MEN WHO WERE INCLUDED IN THE FINAL ADMINISTRATION OF THE CRITERION TO 111 MINEMEN. THE REST OF THESE MEN WERE FROM THE DEPOT.

### B) PRELIMINARY TRYOUT

AFTER THE RESEARCH ROOMS AND APPARATUS WERE PREPARED, A PRELIMINARY TRYOUT WAS COMPLETED. THIS ADMINISTRATION TO 15 MINEMEN WAS CARRIED OUT TO SERVE THE MULTIPLE PURPOSES OF: (1) EXAMINER TRAINING, (2) APPARATUS CHECK, (3) CLARIFICATION OF ADMINISTRATIVE PROBLEMS OF ROUTING, ETC., AND (4) CRITERION FORM REVISION.

THE 15 SUBJECTS FOR THIS TRYOUT RANGED FROM MNC'S WHO WERE INSTRUCTORS AT THE MINE WARFARE SCHOOL TO MNSN WHO WERE JUST STARTING AN ELEMENTARY COURSE IN MINE WARFARE. MEN OF DIVERGENT ABILITIES WERE REQUESTED SINCE THE PROBLEMS INVOLVED IN PRESENTING A PERFORMANCE EXAMINATION TO EXPERTS AND TYROS ARE QUITE DISSIMILAR.

THE FIVE EXAMINERS FAMILIARIZED THEMSELVES WITH THE TENTATIVE RECORDING FORMS BEFORE THIS TRYOUT STARTED. THEY ALSO ACTED AS SUBJECTS
FOR EACH OTHER, ONE OF THE BEST WAYS OF BECOMING FAMILIAR WITH A PROGRAM

THE STATIONS ASSIGNED TO THEM WERE HELD IN THIS PERIOD. EACH EXAMINER

WAS ASSIGNED TO TWO STATIONS IN A GIVEN ROOM WHILE THE RESPONSIBILITY FOR

THE NINTH STATION WAS ASSUMED BY THE EXAMINER IN CHARGE WHO ALSO PRE
SENTED AN INTRODUCTORY STATEMENT TO THE MINEMEN SUBJECTS AND SUPERVISED

THEIR MOVEMENT FROM STATION TO STATION.

AFTER THE EXAMINERS HAD A CHANCE TO ADMINISTER THE STATIONS TO
THE TRYOUT GROUP A CONFERENCE WAS HELD WITH THE CONTRACTOR'S REPRESENTATIVE.

DURING THIS MEETING, SUGGESTED CHANGES WERE NOTED AND DISCUSSED, AND FURTHER CRITIQUING TOOK PLACE. THE CONCEPTS OF RELIABILITY, VALIDITY, AND
OBJECTIVITY OF RECORDING WERE ALSO DISCUSSED. EMPHASIS WAS PUT ON PRESENTING A STATION TO EACH SUBJECT IN THE SAME WAY. FREQUENT EXAMPLES
WERE GIVEN, SUCH AS HAVING THE SWITCHES ON THE PANEL OF A TEST SET IN
THE SAME POSITION FOR EACH EXAMINEE OR INSURING THAT TOOLS WERE PRESENTED
IN EQUIVALENT CONDITION EACH TIME THEY WERE USED. IT WAS POINTED OUT
THAT VIGILANCE WAS NECESSARY HERE; TOOLS, FOR INSTANCE, REQUIRE FREQUENT
SHAPPENING.

THE 15 SUBJECT PRELIMINARY TRYOUT MADE IT POSSIBLE TO CHECK THE OPERATION OF THE GEAR USED IN THE RESEARCH. INFORMATION GATHERED DURING THIS PERIOD MADE IT POSSIBLE TO ANTICIPATE APPARATUS PROBLEMS AND TO BE PREPARED TO SUBSTITUTE EXTRA COMPONENTS. Two CHANGES INCORPORATED IN THE FINAL FORM OF THE CRITERION MEASURES REFLECT THIS ADVANTAGE. IN THIS PERIOD IT WAS DISCOVERED THAT THE FIRING MECHANISM OF THE MINE MK 36 MOD 1

WAS SENSITIVE TO INFLUENCES NEAR THE STATION; AS A RESULT A LEAD TO THE SEARCH COIL WAS DISCONNECTED FOR THE FINAL FORM AND THE DIRECTIONS REVISED ACCORDINGLY. THE PLAN TO HAVE ONE EXTRA COPY OF THE CD-14 MECHANISM EMPLOYED WAS REVISED UPWARD SINCE THE TRYOUT SUGGESTED THAT THIS COMPONENT WAS SUBJECT TO DAMAGE BY INEXPERIENCED SUBJECTS.

IN ADDITION TO EXAMINER TRAINING AND APPARATUS CHECKS THE TRYOUT MADE IT POSSIBLE TO CLARIFY SUCH ADMINISTRATIVE PROBLEMS AS THE ROUTING OF SUBJECTS THROUGH THE EXAMINATION ROOMS. THE RESULTS OF THE TRYOUT POINTED TO THE NEED FOR AN EXTRA EXAMINER TO ALLOW THE EXAMINER IN CHARGE MORE OPPORTUNITY TO KEEP A CAREFUL CHECK ON ROUTING AND THE SECURITY OF SCORING FORMS. AS A RESULT BEFORE THE FINAL EVALUATION OF III MINEMEN A SIXTH EXAMINER WAS TRAINED IN THE ADMINISTRATION OF ALL STATIONS. AN ADVANTAGE OF THIS ADDITION WAS THAT IT MADE AN EXAMINER AVAILABLE TO TAKE THE PLACE OF ONE CALLED OUT ON WATCH OR SICK CALL. THE EXPERIENCE GAINED IN THIS TRYOUT ALSO CONFIRMED THE JUDGEMENT THAT MINEMEN SHOULD BE STARTED ON ONE

PERHAPS THE MOST IMPORTANT RESULT OF THE PRELIMINARY TRYOUT WAS THE OPPORTUNITY PROVIDED TO REVISE THE CRITERION MEASURE. NO AMOUNT OF NON-OPERATIONAL PLANNING WILL ERADICATE THE "BUGS" LIKELY TO ARISE IN THE OPERATIONAL SITUATION. A LIVE "FULL-DRESS REHEARSAL" IS REQUIRED IN ANY TESTING PROGRAM OF THIS NATURE.

THE EXAMINERS WERE ORIENTED BEFORE THE PRELIMINARY TRYOUT PERIOD THAT

CONFIDENTIAL

REVISION WOULD BE NECESSARY. THEY WERE DIRECTED TO BE ON THE ALERT FOR INDICATIONS OF THE NECESSITY FOR CHANGES. BOTH THE EXAMINERS AND THE CONTRACTOR'S REPRESENTATIVE MADE OBSERVATIONS IN THIS PERIOD WHICH RE-

- (!) ITEM ADDITION: THIS INCLUDED BUILDING INTO SCORABLE ITEMS

  OBSERVED CRITICAL BEHAVIORS AND COMMON

  MISTAKES NOT INCLUDED IN THE PRELIMINARY

  FORM AS ITEMS.
- (2) ITEM DELETION: THIS STEP INVOLVED DELETING OR CHANGING

  ITEMS FOUND TO BE SO EASY THAT ALL MEN

  SUCCESSFULLY PASSED THEM OR SO DIFFICULT

  THAT NO ONE COMPLETED THEM.
- (3) ITEM CHANGE: THIS INVOLVED TWO FACETS, CHANGES IN DIRECTIONS AND CHANGES IN THE CRITERIA FOR SCORING.
- (4) ITEM ORDER: THIS MODIFICATION CONCERNED THE ADMINISTRA
  TIVE SCORING OF THE ITEM RATHER THAN THE

  ITEM CONTENT. IT CONSISTED IN A SHIFT IN

  THE PLACE WHERE AN ITEM WAS SCORED.

SEVERAL MINOR MODIFICATIONS WERE MADE IN THE CRITERION MEASURE FORM
AS A RESULT OF EXPERIENCE WITH IT DURING THE TRYOUT. THESE WERE IN THE
NATURE OF REVISIONS WHICH MADE THE SCORING FORM EASIER TO USE.

### CHAPTER VI

### OVERVIEW OF THE CRITERION STATIONS

THIS CHAPTER PRESENTS A SHORT DESCRIPTION AND A PICTURE OF EACH OF THE NINE STATIONS FINALLY DEVELOPED FOR THE CRITERION MEASURE. THESE ARE PRESENTED TO GIVE A GENERAL IDEA OF THE FINAL PRODUCT OF THIS PROJECT. MORE SPECIFIC INFORMATION ABOUT EACH STATION WILL BE FOUND IN APPENDIX B.

EACH MORNING OF ADMINISTRATION A GROUP OF MINEMEN REPORTED TO THE RESEARCH ROOMS AND WERE GIVEN AN ORIENTATION TO THE PROJECT. THE MNC IN CHARGE ORALLY PRESENTED THE FOLLOWING INITIAL BRIEFING:

"SOME OF YOU ARE PROBABLY WONDERING WHAT THIS IS ALL ABOUT. IF YOU WILL GIVE ME YOUR ATTENTION I'LL GIVE YOU A RUN-DOWN OF THE EXAMINATION YOU WILL TAKE TODAY.

"THE EXAMINATION IS BEING MADE UP BY A CIVILIAN RESEARCH OUTFIT AS A MEASURE OF MINEMEN'S ABILITY. THEY NEED YOUR HELP IN MAKING IT A BETTER EXAMINATION. YOU CAN HELP BY PAYING CLOSE ATTENTION TO DIRECTIONS AND FOLLOWING THEM THE BEST WAY YOU KNOW HOW.

"THE PURPOSE OF THE EXAMINATION IS TO FIND OUT HOW WELL A MINEMAN CAN DO SOME OF THE IMPORTANT JOBS THAT ARE ASSIGNED TO HIM. IT IS NOT A SPEED TEST. IT IS THE TYPE OF EXAMINATION THAT IS SOMETIMES CALLED A PRACTICAL FACTORS EXAM OR A PERFORMANCE TEST. IT IS NOT A PAPER AND PENCIL TEST. YOU WILL BE ASKED TO DO JOBS LIKE THE ONES YOU HAVE DONE BEFORE. THE SCORE YOU MAKE WILL BE USED ONLY BY THE RESEARCH OUTFIT. THE EXAMINATION

HAS NOTHING TO DO WITH ADVANCEMENT OR REDUCTION IN RATING. THE SCORES WILL BE REPORTED AS STATISTICS. THEY WILL NOT BE REPORTED BY NAME, AND WILL NOT GO INTO YOUR RECORDS. MOST OF YOU WILL GET A PRETTY GOOD IDEA OF HOW YOU'RE DOING AS YOU GO ALONG. BUT THE EXAMINERS HAVE BEEN TOLD NOT TO GIVE YOU THE SCORE YOU MAKE.

"THE EXAMINATION IS MADE UP OF NINE STATIONS WHICH YOU WILL TAKE IN DIFFERENT ORDERS. AN EXAMINER WILL GO ALONG WITH YOU TO GIVE YOU DIRECTIONS AND WATCH YOU WORK. HE WILL WRITE DOWN WHAT, AND HOW, YOU DO AT EACH STATION. THE WHOLE EXAMINATION WILL TAKE YOU ABOUT FOUR HOURS.

"BEFORE I BRIEF YOU ON THE ACTUAL TAKING OF THE EXAM, ARE THERE ANY QUESTIONS? (PAUSE FOR AND ANSWER QUESTIONS.)

"NOW ABOUT THE TAKING OF THE TEST - WE KNOW THAT MANY OF YOU HAVE NOT RECENTLY, OR PERHAPS NEVER, DONE SOME OF THE JOBS YOU'LL BE ASKED TO DO TODAY. OTHERS YOU'LL KNOW SOMETHING ABOUT, BUT WILL NOT FEEL TOO SHARP ON THEM. REMEMBER THIS HOWEVER, EVERY STATION IS SET UP SO THAT EVERYONE CAN GET SOME POINTS AND PROBABLY NOBODY CAN GET ALL THE POINTS. EVEN IF YOU THINK YOU KNOW NOTHING ABOUT A JOB YOU ARE GIVEN TO DO, GO AHEAD WITH IT THE BEST WAY YOU KNOW HOW. IF YOU GET IN A JAM THE EXAMINER WILL HELP YOU OUT. YOU WILL BE ASKED TO MAKE CERTAIN TESTS; SOMETIMES YOU WILL MAKE THE WHOLE TEST, SOMETIMES ONLY A PART OF IT. YOU WILL SOMETIMES BE GIVEN DIRECTIONS TO TELL THE EXAMINER WHEN YOU HAVE FINISHED CERTAIN STEPS - BE SURE TO DO THIS. WHEN YOU DO HE WILL DO ONE OF SEVERAL THINGS:

- I. HE MAY ASK YOU QUESTIONS
- 2. HE MAY SCORE WHAT YOU HAVE DONE UP TO THAT TIME
- 3. HE MAY SET YOU UP FOR THE NEXT STEP.

"THE EXAMINER MAY INTERRUPT YOU AT ANY TIME TO DO ANY OF THESE
THINGS. I TOLD YOU THAT THIS IS NOT A SPEED TEST, BUT WE DO WANT TO KEEP
THE THING MOVING SO DON'T WASTE ANY TIME. WE DON'T WANT ANY BOTTLE-NECKS
TO OCCUR.

"SOME OF THE DIRECTIONS YOU GET WILL BE PRINTED ON CARDS, BE SURE
THAT YOU READ ALL THE DIRECTIONS BEFORE YOU START TO DO ANYTHING. READ
EVERYTHING ON THE CARD WHEN IT IS FIRST GIVEN TO YOU. YOU MAY ASK THE
EXAMINER QUESTIONS IF ANYTHING IS NOT CLEAR TO YOU. MAKE SURE YOU UNDERSTAND WHAT TO DO BEFORE DOING IT.

"AS YOU MIGHT EXPECT SOME OF THE GEAR YOU WILL WORK WITH HAS BEEN MODIFIED, BUT IF YOU ARE TOLD THE GEAR IS IN WORKING ORDER YOU CAN BELIEVE IT. BUT EVEN IF YOU ARE TOLD THE GEAR IS O.K., YOU SHOULD MAKE THE USUAL ROUTINE CHECKS.

"NOW WE WANT TO GET SOME INFORMATION FROM YOU ABOUT YOUR EXPERIENCE.

FILL OUT THESE FORMS. (PASS FORMS.) RAISE YOUR HAND IF YOU HAVE ANY

QUESTIONS."

THE MINEMEN WERE THEN INTRODUCED TO THE EXAMINER WHO STARTED THEM

OFF ON THEIR FIRST STATION. EACH MINEMAN WAS ROUTED FROM EXAMINER TO

EXAMINER AS HE FINISHED THE TWO STATIONS ADMINISTERED BY EACH. AS EACH

MAN STARTED HIS FIRST STATION, A SPECIAL EFFORT WAS MADE BY THE EXAMINER
TO PUT HIM AT EASE AND TO ESTABLISH A COMFORTABLE ATMOSPHERE.

IT SHOULD BE NOTED THAT EACH STATION WAS STRUCTURED SO THAT A FAILURE IN EARLY STEPS WOULD IN NO WAY PREVENT THE SUBJECT FROM GETTING A SCORE ON LATER ITEMS.

THE READER MAY FIND IT HELPFUL TO REFER TO THE PRINTED RECORDING FORM FOR EACH STATION WHILE READING THE REST OF THIS CHAPTER. THESE FORMS WILL BE FOUND IN APPENDIX B.

### BATTERY LOAD TEST STATION I

## BATTERY LOAD TEST STATION I

This station was designed to measure a Mineman's ability to prepare and use test Set MK 61 Mod 1 in a routine manner. The station involved three major parts: (a) identification of components, (b) preparation of the test set, and (c) making the load test on BA 241/U. One aspect of a mineman's performance which was rather heavily weighted at this station was the making of necessary routine visual checks. As can be seen in the photographs the nomenclature on each component was covered with masking tape. The wiring of the test set was modified slightly so that when the selector switch was placed in a given position the appropriate meter reading was predetermined. The directions given to the subject on cards were a slightly edited version of material drawn from the relevant OP and were phrased in the style of the OP directions.



CONFIDENTIAL

## M-II SCHEMATIC READING STATION 2

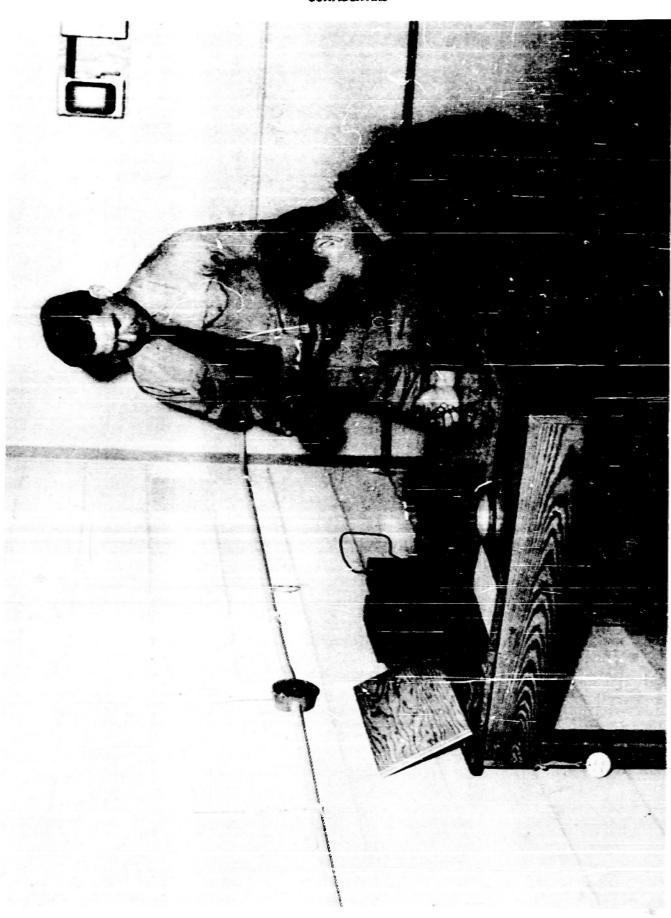
## M-II SCHEMATIC READING STATION 2

AT THIS STATION EACH MINEMAN WAS GIVEN AN OPPORTUNITY TO DEMONSTRATE HIS KNOWLEDGE OF A SAMPLING OF SIMPLE ELECTRONIC ASPECTS OF THE M-II FIRING MECHANISM. THE FUNCTIONS TESTED INCLUDED:

- A) SCHEMATIC DIAGRAM READING
- B) USE OF RESISTOR COLOR CODE
- c) use of Ohm's LAW IN MAKING A BREADBOARD CIRCUIT
- D) MAKING A SIMPLE HOOK-UP FROM A WIRING DIAGRAM

THE EMPHASIS WAS NOT SO MUCH ON "DOES HE KNOW" AS IT WAS ON "CAN HE DO". FOR EXAMPLE, THE DIRECTIONS REQUIRED THE MINE-MAN TO USE OHM'S LAW IN DETERMINING THE VOLTAGE AT GIVEN POINTS ON A BREADBOARD CIRCUIT. THREE DIFFERENT BREADBOARDS WERE EMPLOYED AT THIS STATION, A PHOTOGRAPH OF THEM APPEARS IN APPENDIX B. THE SCHEMATIC DIAGRAM USED WAS A 15 BY 20 INCH ENLARGE-MENT OF FIGURE 3, OP 681 (CHANGE 1).

FIGURE 2.

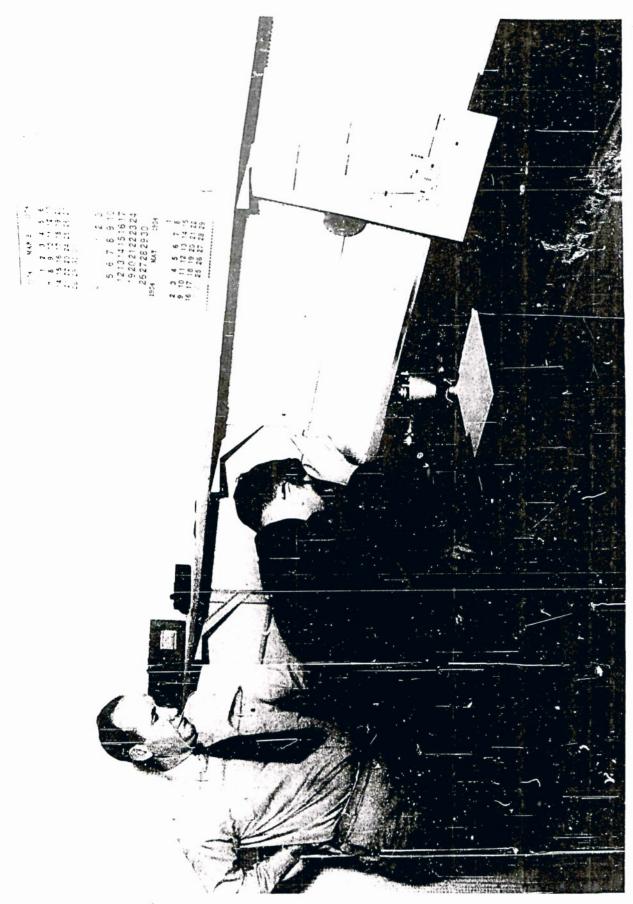


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## CD-14 SETTING STATION 3

### CD-14 SETTING STATION 3

THERE WERE TWO PARTS TO THIS STATION, THE FIRST EMPLOYED A CD-14 MECHANISM AND THE SECOND A SCHEMATIC DIAGRAM. THE PROBLEM REQUIRED THE MINEMAN TO SET THE MECHANISM USING DATA PRESENTED IN A CONTEXT DIFFERENT FROM THE USUAL. THE COMPLEXITY OF THE MINEMAN'S BILLET AND THE READING OF OP'S REQUIRED THAT THE MINEMAN FREQUENTLY ABSTRACT RELEVANT INFORMATION FROM A BACKGROUND OF IRRELEVANT DATA. TWO OF THE CRITICAL ITEMS OF THIS STATION EVALUATED THE ABILITY TO DO THIS. OTHER OPERATIONS REQUIRED IN THE CD-14 SETTING WERE MORE ROUTINE. IN THE SECOND PART OF THE STATION THE EMPHASIS WAS ON TRACING THE CIRCUITS OF AN ENLARGEMENT OF FIGURE 10, PAGE 26, OP 956.



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## TUBE STRAP MANUFACTURE STATION 4

## TUBE STRAP MANUFACTURE STATION 4

THE MINEMAN'S SELECTION AND USE OF SOME COMMON HAND TOOLS WAS TESTED AT THIS STATION. HIS ABILITY TO ABSTRACT INFORMATION FROM A SIMPLE ORDNANCE DRAWING WAS ALSO CHECKED. THE MINEMAN WAS PRESENTED WITH A PIECE OF METAL STOCK, THE DRAWING, AND DIRECTIONS TO FABRICATE A TUBE STRAP (SEARCH COIL RETAINING BAR) UP TO THE POINT OF DRILLING HOLES. THE OPERATIONS INVOLVED WERE (A) MAKING A LAYOUT OF THE FOUR HOLES ON THE BAR, (B) SCRIBING AND CUTTING THE BAR TO LENGTH AND (C) TRIMMING IT WITH A FILE. THE FINAL PRODUCT AT THIS STATION WAS SCORED USING A TRANSPARENT PLASTIC JIG MADE TO THE TOLERANCES INDICATED ON BUORD DWG 415913.



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## FIRING MECHANISM M-5 STATION 5

### FIRING MECHANISM M-5 STATION 5

THE EVALUATIONS MADE AT THIS STATION INCLUDED THE MINEMAN'S (A) FAMILIARITY WITH FUSING THE M-5 FIRING MECHANISM,

(B) HIS USE OF AN OHMMETER FOR TROUBLESHOOTING, AND (C) HIS

CAREFULNESS IN MAKING A FINAL INSPECTION. FOR ADMINISTRATIVE

REASONS THE USE OF A MICROMETER WAS APPENDED HERE. IN THE

EXAMINERS' JUDGEMENT AND AS SUGGESTED BY AN ANALYS'S OF STA
TIONS THE M-5 WAS LESS FAMILIAR TO MINEMEN THAN OTHER FIRING

MECHANISMS EMPLOYED IN THE RESEARCH.



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## FIRING MECHANISM A-8 STATION 6

### FIRING MECHANISM A-8 STATION 6

AT STATION 6 THE MINEMAN WAS REQUIRED TO PREPARE THE MK 65 AND THE MK 66 TEST SETS FOR TESTING THE A-8 FIRING MECHANISM. WHEN THIS WAS COMPLETED HE UNDERTOOK THE SR-9 MOD O TIME-OUT TEST. THE PERFORMANCE DESIRED AT THIS STATION WAS SIMILAR IN NATURE TO THAT OF THE BATTERY LOAD TEST. THE DIRECTIONS GIVEN WERE AGAIN OF THE OP VARIETY.



CONFIDENTIAL

### SOLDERING STATION 7

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## SOLDERING STATION 7

AT THE SOLDERING STATION THE MINEMAN WAS GIVEN DIRECTIONS
TO SOLDER THE LEADS OF A FIVE CONDUCTOR CABLE TO THE PINS OF
AN AMPHENOL PLUG. THE ITEMS SCORED INCLUDED SUCH THINGS AS
THE CARE OF THE SOLDERING IRON, THE SELECTION AND USE OF MATERIALS FOR SOLDERING, THE MINEMAN'S SOLDERING TECHNIQUE, AND
THE QUALITY OF THE FINAL PRODUCT. APPROXIMATELY ONE-THIRD
OF THE ITEMS WERE CONCERNED WITH THE FINAL PRODUCT.



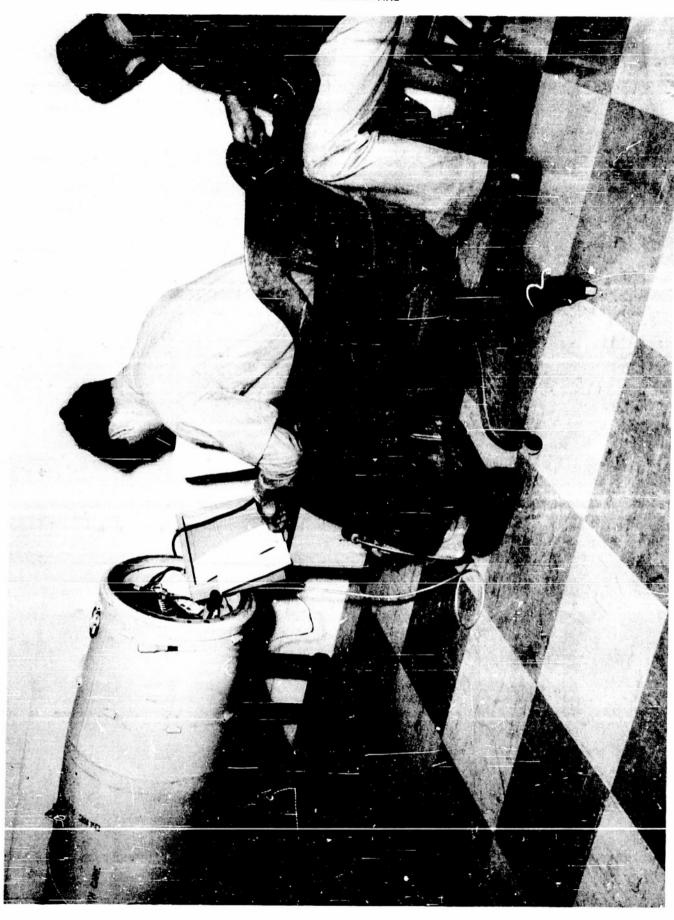
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# OPERATIONAL TEST MINE MK 36 MOD I STATION 8

### OPERATIONAL TEST MINE MK 36 MOD I STATION 8

THE MINEMAN'S TASK AT STATION 8 WAS THE COMPLETION OF AN OPERATIONAL TEST IN A NON-ROUTINE CONTEXT. RATHER THAN PRESENTING THE DIRECTIONS IN THE USUAL FORM, THE EXAMINER GAVE THE EXAMINEE INFORMATION RELEVANT TO THE CONDITION OF INSTALLED MINE COMPONENTS AND A DESCRIPTION OF THE TEST SET USED. THE TEST SET DESCRIPTION WAS A SLIGHTLY EDITED VERSION OF SECTION 5.1, OP 1860, MINE AND DEPTH CHARGE TEST SETS. ALL INFORMATION NECESSARY TO THE SUCCESSFUL COMPLETION OF THE OPERATIONAL TEST WAS CONTAINED IN THE MATERIAL PRESENTED. THE MINEMAN'S MAJOR PROBLEM WAS TO DERIVE AND PUT IN PROPER SEQUENCE THE ESSENTIAL STEPS. THE PROBLEM SOLVING SITUATION PRESENTED HERE WAS DESIGNED TO EVALUATE THE MINEMAN'S ABILITY TO FIND, COMPREHEND, AND INTERPRET OP MATERIAL.



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### BUTTON-UP STATION 9

### BUTTON-UP STATION 9

THE NINTH STATION, BUTTON-UP, WAS THE SHORTEST IN TERMS OF THE NUMBER OF SCORED ITEMS. HERE, THE MINEMAN WAS IDIRECTED TO REMOVE A COVER PLATE, INSPECT THE RUBBER GASKET,
AND THEN REPLACE AND SECURE THE COVER PLATE. IN ORDER TO
ECONOMIZE IN THE USE OF COMPONENTS AND SPACE, THESE OPERATIONS WERE CARRIED OUT ON THE FORWARD END OF THE MINE CASE
OF STATION 8. THE MINEMAN PERFORMED ON THE NOSE FILLING
HOLE OF THE MINE MK 36 MOD I. THIS JOB REQUIRED THE USE OF
A SPEED SOCKET WRENCH AND A TORQUE WRENCH. THE MOST CRITICAL ITEMS CONCERNED THE PROPER SEQUENCE OF STUD TIGHTENING
AND RECHECKING.



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As a LOGICAL CONCLUSION TO THIS OVERVIEW OF THE MINE STATIONS OF
THIS CRITERION MEASURE THE READER IS ADVISED TO CONSULT THE GRAPH WHICH
ILLUSTRATES THE AVERAGES (MEANS) MADE BY THE DIFFERENT MINEMAN PAY GRADES
EVALUATED. THIS GRAPH (FIGURE 10) ALSO SHOWS THE AVERAGE SCORES MADE AT
EACH STATION; IT WILL BE FOUND ON PAGE 66.

### CHAPTER VII

### RESULTS OF THE ADMINISTRATION OF THE CRITERION MEASURE

This chapter presents the results of the administration of the criterion measure to III minemen at the U.S. Naval Mine Depot, Yorktown, Virginia.

The minemen were evaluated during the period 16 March to 5 February 1954. The number tested each day varied because of such routine matters as pay day, sick call, etc., but averaged about eight men per working day. The characteristics recorded for each of the III minemen are presented in Appendix A. These data include pay grade, months of service in the Navy, years of civilian education, GCT score, and grades made in the elementary mine warfare course given at U. S. Naval Schools, Mine Warfare, Yorktown, Virginia.

THE MEN EVALUATED WERE ALL FROM THE DEPOT EXCEPT FOUR MNC'S, FOUR MNI'S, ONE MN2 AND TWO MN3'S WHO WERE DRAWN FROM THE MINE WARFARE SCHOOL. IN APPENDIX A THE RAW DATA SHOWING THE AVERAGES (MEANS) AND VARIABILITY (STANDARD DEVIATIONS) OF EACH PAY GRADE FOR THE PERSONAL CHARACTERISTICS AS WELL AS FOR THE VARIOUS SUB-TEST SCORES IS PRESENTED. THE MEANS AND STANDARD DEVIATIONS OF THE PERSONAL CHARACTERISTICS OF THE MINEMEN ARE SHOWN IN A MORE EASILY COMPARED FORM IN TABLE 1.

THE MEN EXAMINED REPRESENT THE MAJORITY OF THE MINEMEN STATIONED AT THE MINE DEPOT. ALL AVAILABLE MEN AT THE DEPOT WERE EVALUATED.

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TABLE 1

|              | MEANS AND STANDARD |        | DEVIATIONS OF THE CHARACTERISTICS OF 111 MINEMEN BY PAY GRADE | E CHARACTE               | RISTICS 0                   | F III MINE | MEN BY PA | GRADE                  |       |
|--------------|--------------------|--------|---------------------------------------------------------------|--------------------------|-----------------------------|------------|-----------|------------------------|-------|
| PAY<br>GRADE | NUMBER OF<br>CASES | MONTHS | IS SERVICE                                                    | YEARS CIVIL<br>Education | YEARS CIVILIAN<br>EDUCATION | GCT        | <u></u>   | ELEM. COURSE*<br>GRADE | JRSE* |
|              |                    | Σ      | SD                                                            | Σ                        | SD                          | Σ          | SD        | Σ                      | SD    |
| MNC          | 7                  | 17.981 | #                                                             | 10.14                    | n <sup>i</sup> l            | 26.00      | **        | 00.06                  | #=    |
| MNI          | 7                  | 100.57 | *#                                                            | 11.57                    | #                           | 57.43      | **        | 84.43                  | #     |
| MN2          | 14                 | 57.64  | **                                                            | 11.71                    | **                          | 59.50      | #         | 85.50                  | **    |
| WN3          | 38                 | 39.58  | 22.65                                                         | 11.13                    | 1.25                        | 55.82      | 5,32      | 81.55                  | 5.02  |
| MNSN         | 45                 | 20.95  | 8.53                                                          | 00.11                    | 1.33                        | 54.22      | 4.18      | 78.20                  | 5.04  |
| TOTAL        | =                  | 47.43  | 47.46                                                         | 11.12                    | 1.33                        | 55,75      | 6.30      | 81.25                  | 60.9  |

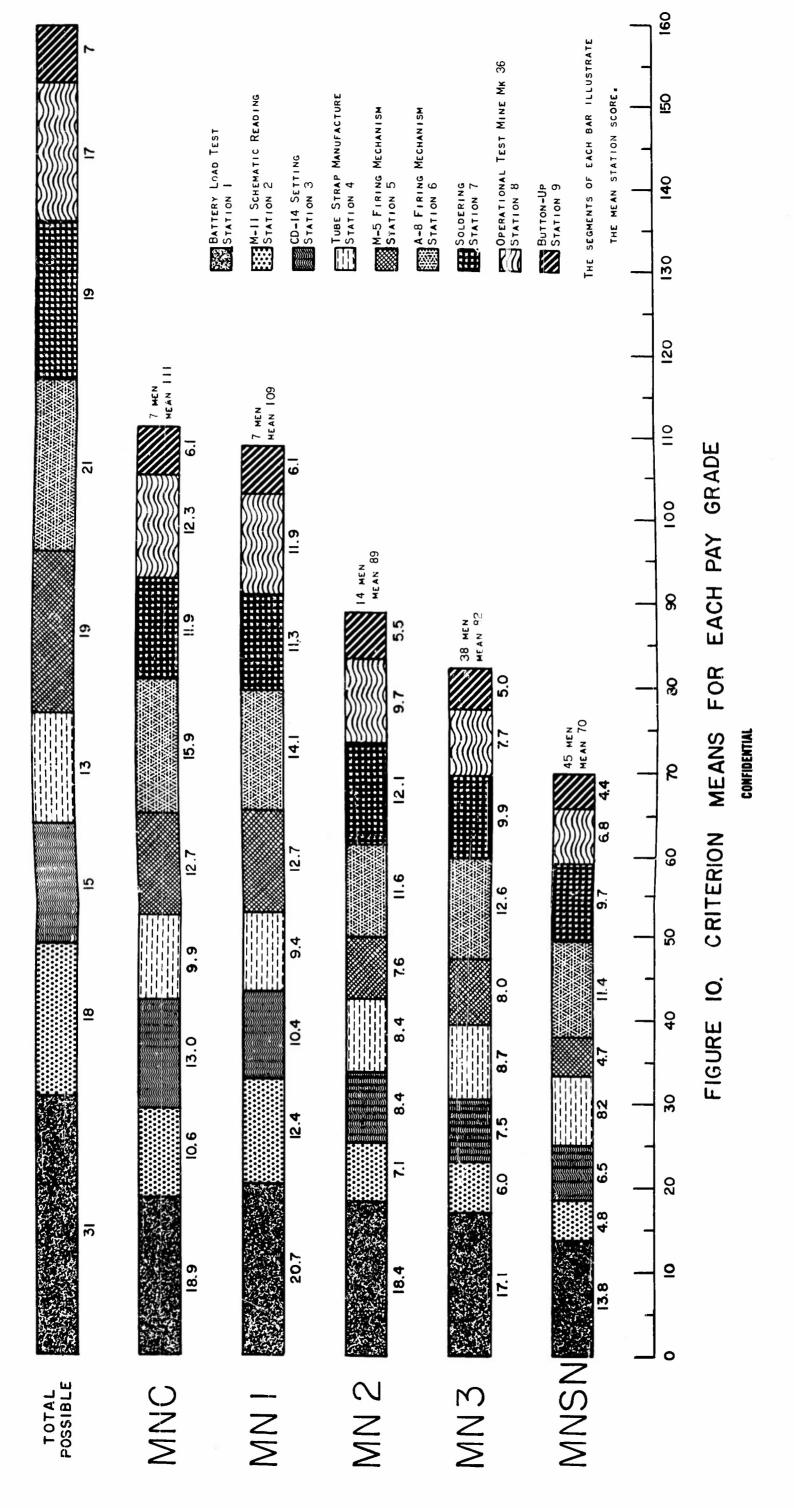
ELEMENTARY COURSE GRADES ARE BASED ON SCHOOL WORK DONE AT U.S. NAVAL SCHOOL, MINE WARFARE, YORKTOWN, VA.

STANDARD DEVIATIONS NOT REPORTED DUE TO SMALL NUMBER OF CASES.

FIGURE 10 PRESENTS THE AVERAGE RESULTS (MEANS) OF THE MOST DIRECT SCORING PROCEDURE. THE RAW DATA ON WHICH THIS GRAPH IS BASED ARE THOSE OF APPENDIX A. THESE RAW DATA ARE SIMPLY THE NUMBER OF ITEMS SUCCESSFULLY COMPLETED AT EACH STATION COMBINED INTO A TOTAL SCORE. THE SEGMENTS OF THE BARS ILLUSTRATE THE MEAN NUMBER OF ITEMS, BY STATION, THAT EACH PAY GRADE SUCCESSFULLY COMPLETED. THE WHOLE BAR FOR A GIVEN PAY GRADE CORRESPONDS TO AN AVERAGE OF THE TOTAL NUMBER OF ITEMS PASSED, FOR THAT PAY GRADE. THE TOP BAR SHOWS THE NUMBER OF ITEMS IN EACH STATION THAT MADE UP THE 160 TOTAL POSSIBLE ITEMS. FIGURE 10 SHOWS THE DIFFERENTIAL BETWEEN PAY GRADES ON THE CRITERION MEASURE.

IN ADDITION TO SCORING THE NUMBER OF ITEMS CORRECTLY DONE AT EACH STATION AND COMBINING THESE INTO A TOTAL SCORE FOR EACH MINEMAN, A SECOND SCORING PROCEDURE WAS DEVELOPED. THIS DEVELOPMENT TOOK PLACE CONCURRENTLY WITH THE DEVELOPMENT OF ITEMS AND IS BASED ON THE ITEM TYPES DISCUSSED IN CHAPTER !!! UNDER THE SECTION ENTITLED "INITIAL PREPARATION OF STATION ITEMS". This scoring procedure, referred to Herein as Diagnostic Scoring, is essentially a grouping together of ITEMS OF THREE KINDS: (1) Fact, (2) Performance, and (3) Higher Level, Why - Wherefore Types. Of course NOT ALL ITEMS COULD BE CLASSIFIED NEATLY INTO A SINGLE CATEGORY. Some ITEMS, FOR EXAMPLE, CALLED FOR BOTH FACTS AND PERFORMANCE AND INDEED, FIVE OF THE 160 ITEMS WERE CLASSIFIED AS COMBINING ALL THREE KINDS.

THE ITEMS WERE DIVIDED INTO THREE SCALES LABELED HEREIN F (FACT).



P (Performance), and W (Why wherefor). The F scale, then, contained all items requiring knowledge of a fact. If a given item also required performance or reasoning it might appear in the other scale or scales.

THE F SCALE WAS MADE UP OF ITEMS WHICH WERE CLASSIFIED AND CODED AS FOLLOWS:

| Scale Code | Number of Items |                |
|------------|-----------------|----------------|
| F          | 20              |                |
| FP         | 29              |                |
| FW         | 11              | 65 ITEMS TOTAL |
| FPW        | 5               |                |

### THE P SCALE INCLUDED:

| SCALE CODE | Number of Items |     |       |       |
|------------|-----------------|-----|-------|-------|
| Р          | 66              |     |       |       |
| FP         | 29              |     |       |       |
| PW         | 18              | 118 | ITEMS | TOTAL |
| FPW        | 5               |     |       |       |

### THE W SCALE WAS MADE UP OF:

| Scale Code | Number of Items |          |       |
|------------|-----------------|----------|-------|
| W          | , II            |          |       |
| FW         | 11              | 45 ITEMS | Toral |
| PW         | 18              | TO TIEMS | TOTAL |
| FPW        | 5               |          |       |

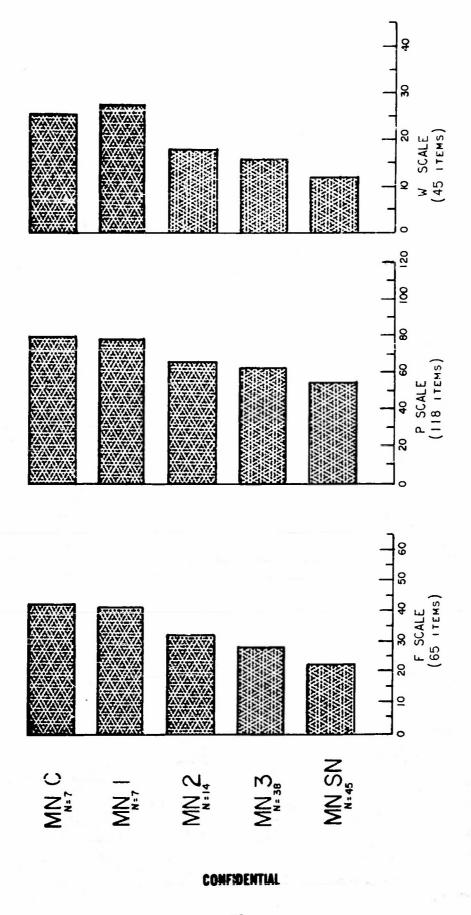


FIGURE II. DIAGNOSTIC SCALE MEANS FOR EACH PAY GRADE

Reference to Appendix B, where item characteristics are presented, will allow determination of the scale into which a given item was coded.

EACH OF THE III SCORING FORMS RESULTING FROM THE ADMINISTRATION WAS SCORED ON THE THREE SCALES SEPARATELY AND AN F, P, AND W SCORE WAS RECORDED FOR EACH MINEMAN. THESE SCORES WILL BE FOUND IN APPENDIX A WITH THE RAW SCORES. FIGURE II SHOWS THE MEANS OF THESE DATA IN BAR GRAPH FORM FOR EACH OF THE THREE SCALES. A COMPARISON CAN EASILY BE MADE BETWEEN PAY GRADES BY REFERRING TO THIS GRAPH ON PAGE 68.

A WORD ABOUT THE DIAGNOSTIC SCALES IS IN ORDER HERE. THE F SCALE SCORE WOULD SUGGEST HOW MUCH "BOOK KNOWLEDGE" A MINEMAN POSSESSED ABOUT THE CONTENT OF THE CRITERION MEASURE WHILE THE P SCALE SCORE BASED ON THE MAJORITY OF THE ITEMS INDICATES HOW WELL THE MINEMAN CAN PERFORM IN THE PRACTICAL SITUATION. THE W SCALE SCORE CAN BE INTERPRETED TO SUGGEST THE MINEMAN'S "KNOW-HOW" OVER AND ABOVE HIS COMPREHENSION OF ROUTINE MATTERS. FURTHER DISCUSSION OF THE TECHNICAL ASPECTS OF THIS SCORING AS WELL AS OTHER STATISTICAL CONSIDERATIONS RELEVANT TO THE RESEARCH WILL BE FOUND IN APPENDIX C, STATISTICAL DATA.

# APPENDIX A

RAW DATA ON INDIVIDUAL MINEMEN BY PAY GRADE

### APPENDIX A

This appendix made up of four fold-out pages presents the raw data collected in this study. On each of the four pages the column headings are the same. Following the subject number are four columns presenting personal data.

Mos. SERVICE

NUMBER OF MONTHS IN THE NAVY.

YRS. CIV. SCH.

NUMBER OF FULL SCHOOL YEARS COMPLETED.

GCT

GENERAL CLASSIFICATION TEST Score.

ELEM. COURSE GRADE

GRADE RECEIVED BY MINEMAN IN ELEMENTARY COURSE IN MINE WARFARE GIVEN AT U.S. NAVAL SCHOOLS, MINE WARFARE, YORKTOWN, VIRGINIA (1 AND 2 DID NOT TAKE THIS

COURSE)

STATIONS | THROUGH 9

IN ORDER THESE ARE:

I - BATTERY LOAD TEST

2 - M-II SCHEMATIC READING

3 - CD-14 SETTING

4 - Tube Strap Manufacture 5 - M-5 Firing Mechanism

6 - A-8 FIRING MECHANISM

7 - SOLDERING

8 - OPERATIONAL TEST MINE MK 36-1

9 - Button-up

TOTAL ALL STATIONS

THIS COLUMN PRESENTS A SIMPLE ADDITION

OF THE MINE STATIONS.

F SCALE

DIAGNOSTIC SCALE - FACT

P SCALE

DIAGNOSTIC SCALE - PERFORMANCE

W SCALE

DIAGNOSTIC SCALE - WHY-WHEREFORE

Means and standard deviations are presented at the foot of each pay grade column. In computing standard deviations N-1 was used for groups containing less than 30 men.

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RAW DATA ON INDIVIDUAL MINEMEN BY PAY GRADE

CHIEF PETTY OFFICERS

| 3                                                                               | 26<br>27<br>20<br>20<br>38<br>38                   | 25.86          |          |        | 3                     | 0 0 4 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6                                            | 27.86         |
|---------------------------------------------------------------------------------|----------------------------------------------------|----------------|----------|--------|-----------------------|----------------------------------------------------------------------------------------|---------------|
| S C A L E                                                                       | 86<br>76<br>77<br>60<br>91                         | 80.43          |          | SCALE  | a.                    | 86<br>81<br>67<br>88<br>78<br>81                                                       | 79.28         |
| le.                                                                             | 44<br>41<br>40<br>40<br>46<br>45<br>45             | 43.00          |          |        | L.                    | 36<br>14<br>10<br>10<br>10<br>10<br>10<br>10<br>10<br>10<br>10<br>10<br>10<br>10<br>10 | 42.00<br>5.48 |
| TOTAL ALL<br>STATIONS                                                           | 1 - 8<br>107<br>102<br>102<br>122<br>125<br>125    | 111.14         |          | ,      | STATIONS              | 116<br>94<br>125<br>105<br>101                                                         | 108.86        |
| <b>c</b> o                                                                      | 9579997                                            | 69.            |          |        | თ                     | rr95r95                                                                                | 6.14          |
| ω                                                                               | <u> </u>                                           | 12.29<br>2.93  |          |        | C 1                   | <u> </u>                                                                               | 3.02          |
| 7                                                                               | <u>~</u> 0 4 € € 6                                 | 3.76           |          |        | (-                    | <u>ช 4 ∞ 5 4 <b>ต</b> ต</u>                                                            | 2.36          |
| 9<br>Z<br>O                                                                     | <u> </u>                                           | 15.86          | ST       | N<br>O | O                     | 0 4 8 E 9 9 4                                                                          | 14.14<br>2.85 |
| STAT                                                                            | <u> </u>                                           | 12.71          | S FIRS   | STATI  | c                     | <u> </u>                                                                               | 12.71         |
| प                                                                               | 00-67-                                             | 9.86<br> 46    | OFFICERS |        | 4                     | o • o - o o o                                                                          | 9.43<br> -62  |
| က                                                                               | <u>4                                    </u>       | 13.00          | PETTY    |        | ო                     | ω ∞ <u>ο 4 </u>                                                                        | 10.4          |
| ru                                                                              | 88<br>71<br>7<br>6                                 | 10.57          | <b>C</b> |        | 2                     | <u> </u>                                                                               | 3.78          |
|                                                                                 | 20<br>20<br>20<br>20<br>20<br>20<br>20<br>20<br>20 | 18.86<br>4.53  |          |        | -                     | 23<br>23<br>25<br>4<br>25<br>10                                                        | 20.7<br>6.58  |
| ELEM. COURSE<br>GRADE                                                           | * * E C 9 — 8                                      | 90.00          |          |        | ELEM. COURSE<br>GRADE | 77<br>79<br>78<br>92<br>88<br>86<br>91                                                 | 84.43<br>6.35 |
| 138                                                                             | 66<br>66<br>66<br>72<br>72<br>74                   | 56.00<br>10.66 |          |        | GCT                   | 68<br>68<br>67<br>63<br>63                                                             | 57.42<br>9.47 |
| YRS.                                                                            | ∞ <u>⊙</u> ∞ <u>⋈</u> ऌ ∞ <u>⋈</u>                 | 10.14          |          |        | YRS.<br>CIV. SCH.     | <u> </u>                                                                               | 11.57         |
| Mos.<br>Service                                                                 | 148<br>208<br>175<br>175<br>149<br>203             | 186.71         |          |        | Mos.<br>Service       | 76<br>119<br>147<br>47<br>45                                                           | 100.57        |
| 20<br>20<br>20<br>20<br>20<br>20<br>20<br>20<br>20<br>20<br>20<br>20<br>20<br>2 | -U M 4 15 10 1                                     | ΣS             |          |        | Subject               | 8 6 5 <u>- 7 6 5</u>                                                                   | ∑ ∑ Q         |

# PETTY OFFICERS SECOND

|        | 3                     | <u>8</u> 2 | 21             | <u>6</u> %   | 12                                           | 24               | 50         | =           | <u>- 3</u> | 24  | <u>o</u> | 9        | 3.         | 18.07                            |
|--------|-----------------------|------------|----------------|--------------|----------------------------------------------|------------------|------------|-------------|------------|-----|----------|----------|------------|----------------------------------|
| SCALE  | ۵                     | 66<br>76   | 74             | <b>6</b> 5   | 58                                           | 7.7              | 26         | 49          | 62         | 63  | 65       | 65       | 86         | 66.07<br>20.65                   |
| ωŧ     | Ŀ                     | 3 <b>2</b> | 36             | గ్ల గ్ల      | 38                                           | 38               | 35         | 27          | 30         | 8   | 28       | 33       | 44         | 32.71<br>10.59                   |
|        | TOTAL ALL<br>STATIONS | 16<br>96   | 01             | οο α<br>4+ π | 79                                           | 901              | 82         | 69          | 77         | 87  | 83       | 87       | 8   1      | 88 <b>.</b> 93<br>27.75          |
|        | თ                     | 2 2        | - 4            | <b>~</b> ~   | 4                                            | 9                | D          | 7           | 9          | 7   | 2        | 9        | 4          | 5.50<br>1.96                     |
|        | ω                     | <u>5</u> æ | <u>-</u>       | = =          | <u>.</u> 0                                   | =                | œ          | വ           | 7          | 80  | ნ        | თ        | Ξ          | 8.36<br>2.78                     |
|        | 7                     | 0 4        | † <del>-</del> | <u> </u>     | <u>.                                    </u> | 14               | 0          | ω           | 9          | 91  | 2        | თ        | <u>e</u>   | 9.71<br>4.53                     |
| Z<br>O |                       | <u> </u>   | <u></u>        | = =          | - co                                         | <u> </u>         | <u>o</u>   | 7           | 0          | 12  | <u>ন</u> | 9        | 91         | <b>12.</b> 07<br>4.53            |
| STATI  | 5                     | 8 7        | - ~            | ==           | <u> </u>                                     | . 21             | 2          | 01          | 15         | 7   | 14       | б        | ਨ          | 11.64                            |
|        | 4                     | <u>o</u> 0 | ກຜ             | ω 1          | - σ                                          | · <u>o</u>       | 4          | . 2         | 80         | 2   | 9        | 10       | =          | 2.64<br>3.91                     |
|        | က                     | o (        | ာ ဍ            | ا کا<br>ا    | υ <sup>,</sup>                               | - =              | <b>.</b> თ | σ           | ) 4        | 0   | 7        |          | Ξ          | 3.4<br>3.4                       |
|        | 2                     | D.         | 4 C            |              | ហ                                            | n <u>c</u>       | <u> </u>   | വ           | ω          | 0   | വ        | ı.C      | ) <u>8</u> | 7.14<br>3.24                     |
|        | -                     | 61         | 2,52           | <u> </u>     | 6 -                                          | - 6              | <u>n</u>   | 91          | 91         | ក   | 50       | 22       | 18         | 18,36<br>6,94                    |
|        | ELEM. COURSE<br>GRADE | 87         | 85<br>87       | 88           | S 78                                         | 0<br>0<br>0<br>0 | , E        | 75          | 92         | 83  | 88       | <u></u>  | 96         | 85 <b>.</b> 58<br>24 <b>.</b> 44 |
|        | GCT                   | 54         | 57<br>65       | 02           | 24<br>Э                                      | 21<br>20<br>20   | 99         | ٠<br>د<br>د | 52         | 5.5 | 57       | ָ<br>מ   | <u>2</u>   | 59.50<br>17.84                   |
|        | YRS.<br>CIV. SCH.     | <u>e</u>   | <u> </u>       | 2            | <u>-</u> <u>-</u>                            | <u>y</u> C       | 2 2        | . <u>c</u>  | 2 2        | . 0 | 2        | <u> </u> | 2 2        | 3.46                             |
|        | Mos.<br>Service       | 40         | æ 0%           | 4 53         | 911                                          | e 4              | 37         | <u> </u>    | 9-1        | 4 4 | 68       | 9 00     | 54         | 57 <u>.</u> 64<br>36 <u>.</u> 85 |
|        | Subject               | 15         | 16             | <u>- 8</u>   | <u>6</u> 6                                   | 2   2            | ; 8        | 7 6         | 24         | , K | 36       | 27       | 58         | <b>™</b> G                       |

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|                                       | 3            |           | 91       | ຊ          | თ              | 0        | י כ        | ת        | <u>5</u> | =   | <u> </u>   | 2 6        | 3 :        | <u>v</u>   |             | 91             | <u> </u>       |            | o c          | n (        | ₹ :        | 5              | <u>2</u>   | <u>8</u>   | 53  | 7              | ; ;      | 77         | _        | <b>0</b> | ∞ (        | თ :      | <u>8</u>   | 2              | 24          | Q !        | 2        | ∞ .        | 2 :        | 2.         | 2.         | 41   | 9 8        | 47         | 15,82  | 6.23                   |                  |
|---------------------------------------|--------------|-----------|----------|------------|----------------|----------|------------|----------|----------|-----|------------|------------|------------|------------|-------------|----------------|----------------|------------|--------------|------------|------------|----------------|------------|------------|-----|----------------|----------|------------|----------|----------|------------|----------|------------|----------------|-------------|------------|----------|------------|------------|------------|------------|------|------------|------------|--------|------------------------|------------------|
| SCALE                                 | ۵            |           | 64       | 88         | 29             | 000      | 5          | 49       | 99       | 2   | . 79       | + (        | 09         | 20         | 29          | 19             | . or           | 0 0        | ກິເ          | ກ ເ<br>ດ ເ | ဂ္ဂ        | 45             | 17         | 09         | 62  | 7.5            | 2 6      | S (        | ္က ၃     | 69       | 29         | 41       | 63         | 69             | 78          | 78         | 9        | 22         | 53         | 74         | 26         | 57   | 98         | 80         | 17 63  | 12.15                  |                  |
|                                       | Ŀ            | -         | 83       | 44         | 24             | i c      | n (        | 53       | 30       | 6   | 0.0        | ÷ (        | 87.        | ဓ          | 56          | ί,             | 3 K            | 3 6        | 7 2          | 9          | දි         | 52             | 27         | 33         | 42  | י לי           | ÷ ;      | 1+6        | 07       | 32       | 99         | 61       | 28         | 28             | 36          | 31         | <u>.</u> | 25         | <u>8</u>   | 42         | 20         | 33   | 42         | 33         | 7000   | 7.47                   |                  |
| · · · · · · · · · · · · · · · · · · · | STATIONS     |           | 84       | 113        | 7.8            | - 6      | 45         | 64       | 85       | 89  | 9 6        | 70         | 83         | 68         | 88          | 8              | 8 6            | ) n<br>1 ~ | 2:           | 1.1        | 82         | 69             | 88         | 94         | . o | 3 5            | 3 :      | 104        | 89       | 83       | 80         | 57       | 82         | 92             | 101         | 66         | 74       | 9          | ວິຕິ       | 101        | 17         | 80   | Ξ          | 16         | C      | 82.25<br>16.35         |                  |
|                                       | σ            | ר         | വ        | 7          | ď              | י נ      | വ          | က        | 9        | ינר | ) L        | റ          | 4          | 4          | 4           | . <            | <b>†</b>       |            | <b>7</b> 1   | വ          | 4          | വ              | 4          | ٠ ٧٥       | ۸ ٥ | - ر            | ۰ ۵      | 9          | 4        | 7        | വ          | က        | Ŋ          | נרי            | 2           | 9          | S        | 4          | 9          | 1          | വ          | 4    | က          | 9          | i<br>i | 5.03<br>1.12           |                  |
|                                       | α            | 0         | 7        | σ          | o (1           |          |            | വ        | 7        | . ~ | - 1        | _          | 2          | 2          | _           | 2 2            | <u>u</u> c     | χo ·       | ^1           | <b>6</b> 1 | -15        | =              | 4          | - ~        | 2 5 | 2 :            | =        | <u>°</u>   | Ŋ        | 9        | N          | 7        | =          | <u>-</u>       | 13          | =          | 2        | _          | 9          | 8          | 01         | œ    | 13         | =          | 1      | 3,83                   |                  |
|                                       | ٢            | -         | <u>~</u> | <u> </u>   | 2 -            | 2        | m          | 4        | 7        | - પ | ופ         | 7          | 7          | _          | · <u>'4</u> | - 1            | - (            | 2          | 7            | 91         | 15         | _              | . 9        | <u>.</u> u | ָרַ | <u>ე</u> -     | <u>e</u> | 14         | 14       | =        | 14         | က        | - ∞        | 2              | 4           | 91         | జ        | =          | 4          | Ξ          | 0          | 12   | 13         | 01         | ;      | 9.87<br>4.33           |                  |
| Z<br>O                                | ú            | ٥         | 2        | 1 -        | - (<br>- (     | <b>.</b> | ∞          | <u>e</u> | > =      | r   | <u>n</u>   | - 2        | 2          | ~          | <u></u>     | 2 :            | <u>o</u> !     | 2          | 17           | 13         | 9          | <u> </u>       | <u> </u>   | 2 0        |     | <del>7</del> : | 4        | 14         | =        | œ        | <u>-1</u>  | <u> </u> | ? =        | <u> </u>       | <u> </u>    | <u> </u>   | 15       | 2          | 12         | <u>0</u>   | <u>e</u>   | 2    | <u>8</u>   | 13         |        | 1 <b>2.</b> 61<br>2.62 | •                |
| STAT                                  | L            | Ω         | u        | о <u>п</u> | 2 (            | ກ        | ო          | 7        | - a      | חנ  | م          | =          | 12         | 2 =        | 2 0         | 0 1            | _              | 4          | <b>&amp;</b> | വ          | <u>e</u>   | · "            | ·          | - 1        | - : | = '            | 2        | =          | ပ        | 0        | 4          | _        | - 00       | <u> </u>       | <u> </u>    | · 6        | m        | 0          | 9          | ) LC       | ) 4        | · 6  | <u>8</u>   | <u>E</u>   |        | 8 <u>.</u> 00          | )<br>)<br>•<br>) |
|                                       | •            | 4         | 7        |            | = :            | <u>o</u> | 9          | σ        | חם       | וס  | _          | 7          | œ          | ) 1        | - 0         | œ              | თ              | 8          | 9            | 9          | _          | <u> </u>       | o <u>-</u> | = :        | = : | <u>o</u>       | თ        | 80         | 7        | 2        | · σ        | , α      | o <u>-</u> | - α<br>-       | 9 =         | 2 2        | o        | · <u>~</u> | C          | 2          | <u> </u>   | n oc | 0          | 80         |        | 8.71                   | 0                |
|                                       |              | က         |          | =          | ဘ              | 7        |            | - c      | u :      | _   | က          | Ç          | u          | <b>7</b> ( | င           | 0              | <del>- 1</del> | ĸ          | œ            | . ~        | - c        | J (            | <b>x</b> 0 | ω          | 80  | on             | ) <      | + <u>-</u> | <u> </u> | n (      | 2 4        | م        | 9          | ∞              | ဖ           | <b>∞</b> ( | 2 !      | <u>2</u> ( | י ת        | 4 (        | <u>n</u> ( | א רכ | + <u>-</u> | 2 2        |        | 7.47                   | 3.<br>8          |
|                                       |              | 2         | ,        | Ω          | 0              | 0        | · C        | o (      | V        | က   | 4          | _          | 2 -        | = '        | 4           | ~:             | M              | Œ          | ) <b>–</b>   | - <        | <b>;</b> r | _              | ഹ          | 7          | 4   | <u>"</u>       |          | - :        | _ '      | ، م      | <b>x</b> 0 | လ        | 9          | 9              | 7           | œ          | വ        | 4          | 4          | വ          | <u>13</u>  | OT I | ~ (        | <u>v</u> 6 | n      | 00•9                   | 3 <u>.51</u>     |
|                                       |              | -         |          | <u>8</u>   | 22             | _        | . ^        | - !      | <u>6</u> | 8   | 1.7        | . ~        | <u>+</u> - | =          | 25          | 5              | 61             | <u> </u>   | 2 -          | <u> </u>   | <u>n</u> : | <u>6</u>       | 8          | 81         | 21  | i &            | 3 6      | 47         | ର :      | = !      | 17         | 5        | 2          | <del>1</del> 4 | 15          | 61         | 17       | 6          | <u>. 5</u> |            | 24         | თ :  | <u>×</u>   | 4 -<br>-   | _      | 17,13                  | 4.18             |
|                                       | ELEM. COURSE | GRADE     |          | 83         | <del>-</del> 8 | 75       | ) - 1      | 4        | 62       | 88  | 79         | n (        | )<br>(     | 86         | 85          | 82             | 77             |            | <b>J</b> 6   | 500        | <u> </u>   | <del>-</del> 8 | 82         | 89         |     | • 6            | 06.      | 20         | 98       | 82       | 85         | 88       | 78         | 88             | 84          | 87         | 18       | 79         | 986        | 75         | 87         | 79   | 80         | 74         | g<br>Q | 81.55                  | 5,02             |
|                                       |              | CCT       |          | 19         | 47             | <u>.</u> | 5 6        | <u>ا</u> | 22       | 55  | 1 6        | ີ ເ        | 3          | 25         | 4           | 57             |                | ם מ        | 2 5          | υ<br>4     | ያ          | <u> </u> 9     | 49         | 23         | , r | 3 5            | 3 !      | 65         | 26       | 89       | 52         | 26       | 54         | 58             | 19          | 53         | 57       | 25         | 09         | 49         | 65         | 09   | 57         | 48         | သွ     | 55,82                  | 5.32             |
|                                       | YRS          | C1V. SCH. |          | 2          | <u>~</u>       | 0 0      | <b>7</b> ! | 2        | <u>0</u> | 2   | 1 0        | 2 .        | - 15       | 2          | 00          | ' <del>-</del> |                | 2 5        | 2 :          | 0          | 15         | 12             | 12         | ! =        | - 2 | 4 (            | 2.       | 15         | 12       | 12       | 12         | 12       | . 21       | . o            | , <b>co</b> | 15         | 9        | 2          | 12         | 6          | 0          | 12   | =          | _ :        | 2      |                        | 1.25             |
|                                       | N            | SERVICE   |          | 30         | 33             | 3 8      | £,         | 37       | 21       | 8   | 3 -        | <u>n</u> : | 35         | 83         | 117         | 33             | 3 5            | 0 ;        | 34           | 83         | 38<br>38   | 128            | 5,7,3      | 3 8        | 3 2 | <del>†</del> 0 | 35       | 27         | 34       | 32       | 8-         | 66       | 8 8        | i &            | 800         | : E        | 69       | 34         | 53         | 3 [        | 36         | 30   | 35         | 31         | 33     | 39,58                  | 22.65            |
|                                       |              | Subject   |          | δ          | 3 8            | 2        | ਲ          | ઝ        | 33       | 8   | <b>†</b> 1 | સ          | 36         | 37         | , e         | 8 8            | 60             | €          | 41           | 42         | 43         | 44             | ٠ <b>٧</b> | 7 4        | o . | /4             | 48       | <b>4</b> 9 | 20       | 2        | 25         | 3 6      | , r        | ָל ע           | S <b>t</b>  | ñ          | ່ແ       | 3 G        | 90         | 3 <u>c</u> | 6          | 3 6  | 64         | 65         | 99     | 3                      | SS               |

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|        | 3                     | (1 14 14 14 14 14 14 14 14 14 14 14 14 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 12.24<br>4.54    |
|--------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------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| SCALE  | ۵                     | 59<br>48<br>52<br>49<br>40<br>50<br>50<br>50<br>50<br>50<br>50<br>50<br>50<br>50<br>5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 54.24<br>8.55    |
|        | LL.                   | 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 22.62<br>5.81    |
| Total  | STATIONS              | 669<br>670<br>670<br>670<br>670<br>670<br>670<br>670<br>670<br>670<br>670                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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|        | 6                     | 4 N 4 4 C C C C C C C C C C C C C C C C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4 • 40<br>1 • 24 |
|        | 8                     | 00000-4-0404-000000040004040 <u>000</u> 00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 6.80<br>3.35     |
|        | 7                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 9.67<br>3.47     |
| Z<br>0 | 9                     | $\overline{\omega} = \overline{\alpha} = \overline{\alpha}  \overline{\alpha}  \overline{\alpha}  \overline{\alpha}  \overline{\alpha}  \overline{\alpha}  \overline{\alpha}  \overline{\alpha} = \overline{\omega}  $ | 11.36<br>2.16    |
| STAT   | Ŋ                     | -บ <i>ท</i> ท4-4-04พฆษ๛๛พฆ <sup>-</sup> 4พททพพฑ๛-๛พพ๐ษฆ44๛๛พทษพ๐๛                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4.73<br>2.90     |
|        | 4                     | <ul><li>υ υ ω ν κ α α α α α α α α α α α α α α α α α α</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 8.22<br>I.80     |
|        | т                     | ი ე 4 w ფ ღ ი დ ი 4 v r ა ფ ე r 4 ე r ი ღ r r ა ი ფ w დ ი ე ფ 4 დ ე ი ე დ 4 დ <b>ღ</b> ღ ღ ღ r                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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## APPENDIX B

SCORING FORMS AND ITEM INFORMATION

### APPENDIX B

THIS APPENDIX CONTAINS A COPY OF THE SCORING FORM FOR EACH OF THE NINE STATIONS OF THE CRITERION MEASURE. IN ADDITION, CERTAIN SPECIFIC INFORMATION RELEVANT TO EACH STATION IS PROVIDED. BEFORE DISCUSSING EACH STATION THERE ARE SEVERAL THINGS WHICH MAY BE NOTED WITH RESPECT TO THE FORM AS A WHOLE.

THE NUMBERS AT THE BOTTOM OF EACH OF THE TEST FORM SHEETS DO NOT CORRESPOND TO THE PAGINATION OF THIS VOLUME. THEY WERE USED TO KEEP THE FORMS IN ORDER DURING CRITERION ADMINISTRATION. THE READER MAY ALSO IGNORE THE LETTERS AND ARROWS PRINTED IN THE UPPER RIGHT HAND CORNER OF EACH SCORING FORM; THESE WERE USED IN THE OPERATIONS OF DIAGNOSTIC SCORING.

THE DIRECTIONS AT THE END OF EACH OF THE STATION FORMS ARE REMINDERS

FOR THE EXAMINER. WHERE POSSIBLE THE MINEMAN BEING EXAMINED WAS REQUESTED

TO RETURN THE GEAR TO ITS ORIGINAL STATE AND THE EXAMINER WAS DIRECTED

TO MAKE CERTAIN THAT THE STATION WAS READY FOR THE NEXT EXAMINEE.

IT WILL BE NOTICED THAT WHAT THE EXAMINERS IS TO DO OR SAY STARTS

AT THE EXTREME LEFT HAND MARGIN OF THE SCORING FORM. ANYTHING SAID TO

THE MINEMAN IS ENCLOSED IN A BOX. INDENTED ONE INCH FROM THE MARGIN ARE

STATEMENTS WHICH IN THE TYPICAL CASE ARE...ITEM CRITERIA OR DIRECTIONS FOR

SCORING. EXPERIENCE SUGGESTED THAT THIS INFORMATION SHOULD APPEAR ON THE

SCORING FORM RATHER THAN IN A SEPARATE EXAMINER'S HANDBOOK. IN ANY FUTURE

REVISION THESE STATEMENT SHOULD BE EXPANDED RATHER THAN DELETED.

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ON THE RIGHT HAND SIDE OF EACH PAGE OF THE SCORING FORM THE ITEMS ARE ARRANGED IN THE ORDER THAT MINEMEN ARE LIKELY TO COMPLETE THEM. THE SMALL CIRCLES OPPOSITE EACH ITEM INSURED THAT THE SIMPLE CHECK MARK, USED BY THE EXAMINERS, WOULD BE SO PLACED AS TO MAKE SCORING POSSIBLE USING AN OVERLAY KEY. THE EXAMINERS WERE DIRECTED TO PLACE A CHECK MARK IN THE CIRCLE TO INDICATE SUCCESSFUL COMPLETION OF THE ITEM. FAILURE WAS REPRESENTED BY A BLANK CIRCLE. THE FORM FOR EACH STATION WAS PRINTED ON PAPER OF A DIFFERENT COLOR. THIS MADE FOR QUICK AND EASY IDENTIFICATION DURING ADMINISTRATION AND SCORING.

THE MATERIAL FOLLOWS IS ORGANIZED IN A SIMILAR WAY FOR EACH STATION.

- 1. THE SCORING FORM ON COLORED PAPER.
- 2. Supplementary directions to subjects.

THESE WERE TYPED ON CARDS AND WHERE POSSIBLE COVERED WITH ACETATE AND TAPED DOWN. IT SHOULD BE NOTED THAT ALL DIRECTIONS ORDINARILY FOUND IN TEST SETS WERE REMOVED.

3. ITEM CHARACTERISTICS.

THREE CHARACTERISITCS ARE PRESENTED FOR EACH ITEM:

- A) THE DIAGNOTIC SCALE OR SCALES INTO WHICH IT WAS CODED.
- B) THE PERCENT OF SUCCESS WHICH GIVES AN INDEX OF ITS DIFFICULTY FOR THE III MINEMEN.
- C) THE CORRELATION OF EACH ITEM WITH THE TOTAL SCORE.
  THIS GIVES AN INDEX OF THE DISCRIMINATION LEVEL OF EACH
  ITEM. A DOUBLE ASTERISK (\*\*) TS ASSOCIATED WITH CORREM
  LATIONS SIGNIFICANT AT THE .01 LEVEL AND A SINGLE
  ASTERISK (\*) WITH THOSE AT THE .05 LEVEL. THE CORRELATIDNS WERE DETERMINED USING THE PROCEDURES OUTLINED IN
  APPENDIX B OF THORNIDIKE'S "PERSONNEL SELECTION".
- 4. THE AVERAGE DIFFICULTY LEVEL OF EACH STATION IS PRESENTED BOTH

THORNDIKE, R.L. - PERSONNEL SELECTION, NEW YORK, JOHN WILEY & Sons, 1949.

AS A PERCENT AND IN ITS RANK ORDER. THE RANK OF ONE WAS GIVEN TO THE MOST DIFFICULT STATION AND NINE TO THE EASIEST.

### 5. SUGGESTED CHANGES.

In this section errors in the forms are noted and suggestions are made for future revisions. Decisions based on these suggestions are based on the item analysis data which involves both the difficulty and discriminating power of an item. The discrimination is based on a correlation with the total score; it may be that an item is useful even though it bears no relation to that score.

### 6. EQUIPMENT LISTS.

ALL GEAR NECESSARY TO ADMINISTER THE STATION IS LISTED. SPARE COMPONENTS ARE NOT INCLUDED SINCE THE NUMBER NECESSARY WILL DEPEND ON THE SIZE OF THE PROGRAM. IN GENERAL, EASILY AVAIL-ABLE GEAR WHICH REQUIRES MODIFICATION IN ADVANCE OF USE SHOULD BE ADDED IN EXTRA QUANTITIES.

### /. COMPONENT MODIFICATION.

FOR THOSE STATIONS WHERE MODIFICATIONS WERE MADE ON COMPONENTS A DESCRIPTION OF THE CHANGE IS GIVEN. THIS SECTION ALSO IN-CLUDES SUCH THINGS AS THE POSITION OF TEST SET SWITCHES AT THE START OF STATION ADMINISTRATION.

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### BATTERY LOAD TEST

| POINT TO TH | TE FIRING MECHANISM.                                                       |      |                         |            |
|-------------|----------------------------------------------------------------------------|------|-------------------------|------------|
| WHAT IS TH  | 15?                                                                        | J    |                         |            |
|             | NO CREDIT FOR "FIRING MECHANISM".<br>IF MARK OR MOD NO. NOT MENTIONEO ASK: | t)   | A-5 FIRING MECH.        |            |
| WHAT MARK?  | WHAT MOD?                                                                  | 2)   | M00 2                   |            |
| POINT TO TH | HE TEST SET.                                                               |      |                         |            |
| WHAT IS THE | S?                                                                         |      |                         |            |
|             | No credit for "test set".  If mark or mod no. Not mentioned ask:           | 3)   | мк 61 тезт зет          | $\bigcirc$ |
| WHAT MARK?  | WHAT MOD?                                                                  | ] 4) | M00 1                   | $\bigcirc$ |
| POINT TO TH | E BATTERY.                                                                 |      |                         |            |
| WHAT IS THI | S?                                                                         | ]    |                         |            |
|             | ACCEPT EITHER BA 241/U or B-21.                                            | 5)   | BA 241/U (B-21)         | $\bigcirc$ |
| IN WHAT YEA | R WAS IT MANUFACTURED?                                                     | ]    |                         |            |
|             | LAST DIGIT OF THREE INDICATES YEAR OF MANUFACTURE.                         | 6)   | REPORTS CORRECT<br>YEAR | $\bigcirc$ |
|             | NENTS ON THE TABLE ARE NECESSARY TO MAKE ON THIS BATTERY?                  | 7)   | INCLUDES A-5 MECHANISM  | $\bigcirc$ |

| 1 | В |
|---|---|
|   | Į |

YOU ARE TO MAKE A LOAD TEST ON THIS BATTERY USING THE A-5 MECHANISM

POINT TO CARD NO. I AND SAY:

### FOLLOW THESE DIRECTIONS

ITEMS 7 through 21 are scored as they are done. Sequence is not important. Do not give credit for any item completed after the Mn has indicated he is ready to test.

NO CREDIT IF ANY ONE SWITCH IS NOT IN PROPER POSITION.

- 8) SWITCH SETTINGS
  CORRECT
- 9) BATTERY AMPHENOL PLUG VISUAL
- 10) ELBOW AMPHENOL PLUG VISUAL
- II) STER AMPHENOL PLUG
- 12) INPUT AMPHENOL PLUG VISUAL
- 13) MECH AMPHENOL PLUG
- 14) MECH AMPHENOL PLUG SCREW
- 15) CONNECTS TEST SET TO 110 VOLTS
- 16) INSERTS SIX-PRONG (

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|--------------------------------------------------------------------------------------------------|---------------------------------|
|                                                                                                  |                                 |
|                                                                                                  | 17) SETS SE-3 ON 1              |
|                                                                                                  |                                 |
|                                                                                                  | 18) CONNECTS WIRE TO TERMINAL A |
|                                                                                                  | IERMINAL A                      |
|                                                                                                  | 19) DOES NOT MAKE               |
|                                                                                                  | UNNECESSARY CON-                |
|                                                                                                  | NECTIONS .                      |
|                                                                                                  | 20) CHECKS PRESENCE             |
|                                                                                                  | OF FIRING CON-                  |
|                                                                                                  | DENSER                          |
|                                                                                                  | 01)                             |
|                                                                                                  | Al) ZEROS METER                 |
| WHEN MN INDICATES THAT HE IS READY TO TEST,                                                      |                                 |
| FINISH SCORING ITEMS 7 THROUGH 21 AND COMPLETE ANY TASK HE HAS NOT COME OR HAS DONE INCORRECTLY. | ,                               |
|                                                                                                  |                                 |
| POINT TO THE LETTERS VTVM ON THE TEST SET PANEL.                                                 |                                 |
|                                                                                                  |                                 |
| WHAT DO THESE LETTERS MEAN?                                                                      |                                 |
|                                                                                                  |                                 |
| NO CREDIT FOR "VOLTMETER".                                                                       | 22) VACUUM TUBE VOLT- METER     |
|                                                                                                  |                                 |
| POINT TO LETTERS ACH ON THE TEST SET PANEL.                                                      |                                 |
| WHAT DO THESE LETTERS MEAN?                                                                      | 23) A-C HEATER                  |
| WHAT OF THESE ECTIONS PLEASE                                                                     | 23/ 11 0 112111211              |
| POINT to care No. 2 and SAY:                                                                     |                                 |
|                                                                                                  |                                 |
| PROCEED WITH THE LOAD TEST, FOLLOW THESE DIRECTIONS                                              |                                 |
|                                                                                                  |                                 |
| •                                                                                                | 24) 1.5 READING MADE            |
|                                                                                                  | "HEAO-ON"                       |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------|
|                                                                                                                                                                                                                  | 25) 22.5 READING MADE "HEAD-ON"    |            |
|                                                                                                                                                                                                                  | 26) 40.5 READING MADE "HEAD-ON"    |            |
|                                                                                                                                                                                                                  | 27) 60 READING MADE "HEAD-ON"      |            |
| IGNORE MANNER OF METER READING BEYOND 60. MN SHOULD TURN SELECTOR SWITCH FORWARD OR SACKWARD TO CHECK ITS OPERATION OR TO INSURE PROPER POSITIONING WHEN HE OBTAINS THE READING BELOW SCALE AT THE 60 SET— TING. | 28) CHECKS SELECTOR SWITCH SETTING | C          |
| Mn should throw BATT-BIAS switch to BIAS momentarily to check 1.5 volt C section. Ignore manner of reading.                                                                                                      | 29) CHECKS - 1.5 C SECTION         | $\subset$  |
| IF MN DOES NOT RETURN BATT-BIAS TO BATT IMMEDI- ATELY AFTER READING, RETURN IT FOR HIM.  WHEN MN INDICATES THAT HE HAS FINISHED THE LOAD                                                                         | 30) RETURNS BATT-BIAS<br>TO BATT   | $\subset$  |
| TEST ASK HIM:                                                                                                                                                                                                    |                                    |            |
| SHOULD THIS BATTERY BE ACCEPTED OR REJECTED?                                                                                                                                                                     |                                    |            |
| No credit if not rejected for 60 setting.                                                                                                                                                                        | 31) REJECTS BATTERY                | $\bigcirc$ |
| TELL THE MA TO DISCONNECT THE CARLES, WHILE HE                                                                                                                                                                   |                                    |            |

DOES THIS: REMOVE THE 6 PRONG JUMPER SET SE-3 ON 2

DISCONNECT TERMINAL A OF SE-3
DISCONNECT TEST SET FROM 110 VOLTS

PLACE CA-569 IN TEST SET TURN METER NEEDLE OFF ZERO.

### BATTERY LOAD TEST - STATION I

CARD NUMBER 1, REFERRED TO BETWEEN ITEMS 7 AND 8 IS REPRODUCED BELOW:

CARD No. I

SET THE TEST SET CONTROLS AS FOLLOWS:

BATT-BIAS SWITCH ON BATT

BATT-VTVM SWITCH ON BATT

FIL ON-OFF-ACH SWITCH ON FIL ON

HV OFF-ON SWITCH ON HV OFF

BE OFF-BE ON SWITCH ON BE ON

ENERGY-ON SWITCH ON ENERGY

TRANS-OFF-ELEC switch on OFF

BATTERY TEST SELECTOR ON OFF

NOW FINISH PREPARING THE TEST SET AND THE A-5 MECHANISM FOR THE LOAD TEST ON THE B-21 (BA 241/U) BATTERY BY CON-

Make a visual check of both the test set and the A-5 mechanism and make any changes necessary to prepare them for the load test. Tell the examiner when you are ready to test.

CARD NUMBER 2, MENTIONED FOLLOWING ITEM 23 CONTAINED THE FOLLOWING DIRECTIONS:

### CARD No. 2

PROCEED WITH THE LOAD TEST BY READING THE VOLTAGE INDICATOR METER WITH THE BATTERY TEST SELECTOR AT EACH OF THE 12 SWITCH POSITIONS EXCEPT THOSE LABELED ENER AND 6 BATT SUPPLY. THE METER SHOULD READ BETWEEN 72 AND 88 AT EACH POSITION. BE SURE TO CHECK THE -1.5 VOLT C SECTION OF THE BATTERY. DO EVERYTHING TO INSURE THAT A PROPER TEST IS CARRIED DUT BEFORE TELLING THE EXAMINER YOU ARE FINISHED.

ITEM CHARACTERISTICS

### BATTERY LOAD TEST STATION I

| ITEM | -42 | DIAGNOSTIC<br>SCALE | Percent '<br>Success | CORRELATION<br>WITH FOTAL<br>SCORE |
|------|-----|---------------------|----------------------|------------------------------------|
| .1   |     | F                   | 78                   | .70**                              |
| 2    |     | F                   | 57                   | .48**                              |
| 3    |     | F                   | 42                   | .31*                               |
| 4    |     | F                   | 32                   | . •34**                            |
| 5    |     | F                   | 42                   | •38 <del>**</del>                  |
| • 6  |     | FW                  | 50                   | •35**                              |
| 7    |     | FW .                | 23                   | .37**                              |
| 8    |     | P                   | 78                   | 04                                 |

| ITEM . | DIAGNOSTIC<br>Scale | PERCENT<br>Success | Correlation<br>with Total<br>Score |
|--------|---------------------|--------------------|------------------------------------|
| 9      | Р                   | 77                 | .10                                |
| 10     | Р                   | 73                 | •09                                |
| - 11   | Р                   | 87                 | .13                                |
| 12     | Р                   | 85                 | •07                                |
| 13     | , P                 | 68                 | .27*                               |
| 14     | P                   | 80                 | •30 <del>*</del>                   |
| 15     | Р                   | 58                 | .31*                               |
| 16     | FPW                 | 67                 | •45 <del>**</del>                  |
| 17     | Р                   | 35                 | •63 <del>**</del>                  |
| 18     | FP                  | 42                 | <b>.</b> 51**                      |
| 19     | FP                  | 47                 | •07                                |
| 20     | FP                  | 27                 | .42**                              |
| 21     | PW                  | 0                  | .00                                |
| 22     | FW                  | 42                 | •57 <del>**</del>                  |
| 23     | F                   | 18                 | .60 <del>**</del>                  |
| 24     | Р                   | 77                 | .28*                               |
| 25     | P                   | 77                 | .17                                |
| 26     | P                   | 75                 | .32                                |
| 27     | Р                   | 73                 | .26                                |
| 28     | PW                  | 45                 | •04                                |

| Ітем | DIAGNOSTIC<br>Scale | PERCENT<br>SUCCESS | Correlation<br>with Total<br>Score |
|------|---------------------|--------------------|------------------------------------|
| 29   | FP                  | 10                 | .14                                |
| 30   | FP                  | 08                 | •08                                |
| 31   | F                   | 70                 | •30 <del>*</del>                   |

### AVERAGE DIFFICULTY 52% RANK ORDER 5

### Suggested Changes

ITEMS 8 THROUGH 12 AND PERHAPS 14 AND 15 AS WELL SHOULD BE DELETED FROM FUTURE FORMS. AS CAN BE SEEN IN THE RIGHT HAND COLUMN OF THE DATA PRESENTED ABOVE THEY DISCRIMINATE POORLY, A FACT WHICH IS RELATED TO THEIR EASE OF COMPLETION. IF THEY ARE DELETED THE COMPONENTS SHOULD BE CONNECTED BEFORE THE MINEMAN STARTS WORK.

ITEM 18 WHICH PASSED INSPECTION THROUGH ALL STAGES INCLUDING THE FINAL SCORING ACTUALLY REQUIRED AN UNNECESSARY CONNECTION TO BE MADE, SURPRISINGLY, THE ANALYSIS SHOWED IT TO BE A DISCRIMINATING ITEM. ITEM 19 IS TECHNICALLY SOUND BUT SHOULD BE DROPPED FOR LACK OF DISCRIMINATION.

None of the III minemen zeroed the meter from which the critical readings were to be made. The meter was set off zero previous to each evaluation. The extreme difficulty of item 21 is probably due to the fact that the test set provides for two methods of zeroing, one electrical and one manual. Some minemen attempted to zero electrically the meter, a

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PROCEDURE WHICH GAVE NO RESULT SINCE THE METER HAD DEEN MANUALLY SET.

THIS ITEM SHOULD BE RETAINED IN THE STATION BY REVISING THE DIRECTIONS

TO THE SUBJECT.

Items 24 through 27 are too easy and non-discriminating. Items 29 and 30 which are too difficult in the present form can and should be salvaged in future revisions. One suggestion would be to use the word negative in place of the minus sign on card 2.

THIS STATION IN REVISED FORM WOULD REQUIRE A SOMEWHAT SHORTER TIME

TO ADMINISTER SINCE CONSIDERABLE TIME WAS SPENT BY MOST SUBJECTS IN OE
CIDING WHERE EACH AMPHENOL PLUG WAS TO BE CONNECTED.

### EQUIPMENT LIST

- A) FIRING MECHANISM A-5 Mod 2
- B) TEST SET MK 61 MOD 1 (INCLUDING 6-PRONG JUMPER)
- c) BA 241/U (B-21) BATTERY
- D) SCREWDRIVER, 3 INCH
- E) BA-239/U (B-17) BATTERY
- F) 150.000 OHM POTENTIOMETER

### COMPONENT MODIFICATION

FIRING MECHANISM A-5 MOD 2

- A) NOMENCLATURE COVERED WITH MASKING TAPE
- B) SE-3 SET ON 2 AND WIRED TO PREVENT BLOWING FUSES
- c) WIRE TO TERMINAL A OF SE-3 DISCONNECTED

TEST SET MK 61 MOD 1

- A) NOMENCLATURE COVERED WITH MASKING TAPE
- B) SWITCH SETTINGS AT START OF EACH EVALUATION:

BATT-BIAS ON BIAS
BATT-VTVM ON VTVM
FIL ON-OFF-ACH ON OFF
HV OFF-ON ON HV OFF
BE OFF-BE ON ON BE OFF
ENERGY-ON ON ENERGY
TRANS-OFF-ELEC ON TRANS
BATTERY SELECTOR ON 22.5

- c) 6-PRONG JUMPER ON TABLE IN FRONT OF FIRING MECHANISM
- D) VOLTAGE INDICATOR METER MECHANICALLY SET OFF ZERO AGAINST THE PEG TO THE LEFT
- E) WIRING MODIFIED SO THAT A READING OF 70 IS OBTAINED AT 60.0. SELECTOR SWITCH POSITION. AN ADJUSTABLE (150,000 OHM POTENTIOMETER IN SERIES) DC VOLTAGE FROM A B-17 (BA-239/U) BATTERY IS IMPRESSED ON THE METER WITH THE SWITCH SO SET

### BA 241/U BATTERY

- A) NOMENCLATURE, BUT NOT DATE CODE, COVERED WITH MASKING TAPE
- B) LEAD FROM 60 VOLT SECTION REMOVEO FROM PIN OF AMPHENOL PLUG AND TAPED, AMPHENOL REASSEMBLEO

### M-II SCHEMATIC READING

THIS IS A SCHEMATIC DIAGRAM OF THE M-II FIRING MECHANISM, YOU ARE TO USE IT AT THIS STATION. FIRST I WILL ASK YOU SOME QUESTIONS BASED ON IT.

|   | POINT TO DETONATOR AND ASK:                       |                    | _         |
|---|---------------------------------------------------|--------------------|-----------|
| l | WHAT IS THIS?                                     | ) DETONATOR        |           |
|   | POINT TO RIZE AND ASK:                            |                    |           |
| l | WHAT IS THE VALUE OF RI28 IN OHMS?                |                    |           |
|   | IF MN GIWES AN ANSWER IN ANY OTHER UNITS ASK HIM: | 2) 1000 ohms       | $\subset$ |
|   | HAND POINTER TO MN AND TELL HIM:                  |                    |           |
| L | POINT TO A POTENTIOMETER.                         | 3) R107 cm R138    |           |
|   | POINT TO THE BLACK DOT IN G-7 TUBE AND ASK MN:    |                    |           |
|   | WHAT DOES THIS BLACK DOT MEAN?                    | 4) GAS FILLED TUBE |           |
|   | POINT TO THE VARISISTOR AND ASK:                  |                    |           |
|   | WHAT IS THIS?                                     |                    | •         |
|   | No credit for "Transistor"                        | 5) YARISISTOR      |           |

IF THE COMPONENTS WERE CONNECTED ON A BREADBOARD AS THEY ARE ON THE SCHEMATIC WHERE WOULD YOU PROBE WITH

ACCEPT ANY EQUIVALENT POINTS

VOLTMETER LEADS TO GET OVER 230 VOLTST

6) E AND D

K

USE THE POINTER TO SHOW THE DIRECTION IN WHICH THE CURRENT FLOWS THROUGH THE DETONATOR.

IF Mn FAIL TO IDENTIFY THE DETCHATOR IN ITEM I POINT TO IT AND SAY: HERE IS THE DETCHATOR THEN GIVE THE DIRECTIONS ABOVE.

7) BOTTOM TO TOP

POINT TO RISS AND INDICATE MOVING THE ARM TO THE LEFT OF THE DIAGRAM AS YOU ASK:

IF THE MOVEABLE ARM OF RISE IS MOVED TOWARD THE LEFT OF THE DIAGRAM WHAT WOULD THE EFFECT BE ON THE MECHANISM?

ACCEPT EQUIVALENT STATEMENTS SUCH AS: LESS INDUCED CURRENT REQUIRED TO FIRE, WEAKER SIGNAL REQUIRED TO FIRE. 8) MAKE IT MORE SENSITIVE

POINT TO G-3 AND G-5 TUBES IN TURN AS YOU ASK!

THIS TUBE (G-3) AND THIS TUBE (G-5) HAVE FIRED AS A RESULT OF THE FIRST LOOK, POINT TO THE TUBES IN ORDER IN WHICH THEY FIRE WHEN THE MECHANISM IS GIVEN THE SECOND LOOK.

IF MN POINTS TO G-9 BETWEEN G-4 AND G-6 ALLOW GREDIT FOR THIS ITEM.
GIVE CREDIT EVEN IF G-9 IS NOT MENTIONED.

9) G-2-4-6-7

WHAT TUBE, WHEN IT FIRES, DROPS THE VOLTAGE TO G-2 AND G-3?

10) G-9 TUBE



HAND Mn 3 RESISTORS, POINT TO COLOR CODE, AND SAY:

| USE THIS CODE TO DETERMINE THE VALUE OF THESE RESISTORS                                                                                                       | 11) 200,000 ohm                                             |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------|
|                                                                                                                                                               | 12) 680,000 OHM                                             | $\bigcirc$ |
|                                                                                                                                                               | 13) 10,000,000 OHM                                          | $\bigcirc$ |
| PLACE THE 3 RESISTORS AND A SECOND 10,000,000 OHM RESISTOR ON BREADBOARD A AND SAY:                                                                           |                                                             |            |
| USING ANY OF THE COMPONENTS ON THE BOARD HOOK UP THE PART OF THE M-II CIRCUIT WHICH IS INDICATED IN RED                                                       | · ·                                                         |            |
| I GNORE RESISTOR VALUE, WATCH MN SO AS TO PREVENT HIM FROM CONNECTING BATTERY IF CIRCUIT IS INCORRECT.                                                        | 14) GIRCUIT CORRECT                                         | $\bigcirc$ |
|                                                                                                                                                               | 15) USES BOTH<br>10,000,000 OHM<br>RESISTORS                | $\bigcirc$ |
| POINT TO BREADBOARD B AND SAY:                                                                                                                                | v ·                                                         |            |
| WHERE WOULD YOU PROBE WITH VOLTMETER LEADS TO GET APPROXIMATELY 95 VOLTS!                                                                                     | 16) INDICATE PLACING<br>LEADS ACROSS THE<br>LARGER RESISTOR | 0          |
| HAND MN THE MILLIAMMETER AND SAY:                                                                                                                             |                                                             |            |
| CONNECT THIS METER SO AS TO SHOW THE CURRENT FLOWING IN THE CURCUIT                                                                                           | 17) METER IN SERIES                                         | $\bigcirc$ |
| IF Mn successfully completes items 15, 16, and 17, place a 10,000,000 ohm resistor on Breadboard C and say:                                                   | e e e e e e e e e e e e e e e e e e e                       |            |
| CONNECT THE COMPONENTS ON THE BOARD TO MAKE A SIMPLE CS-<br>CILLATOR CIRCUIT. THE OSCILLATIONS ARE TO BE SHOWN BY<br>THE LAMP FLASHING. YOU HAVE FIVE MINUTES | 18) LAMP FLASHES                                            | $\bigcirc$ |

### M-II SCHEMATIC READING - STATION 2

### THIS COLOR CODE WAS GIVEN TO THE SUBJECT:

### RESISTOR COLOR CODE

| BLACK  | •   | •   | •   | •  | • | • | • | • | • | • |   | • |   | • |    | •   | 0      |   |
|--------|-----|-----|-----|----|---|---|---|---|---|---|---|---|---|---|----|-----|--------|---|
| BROWN  |     | •   | •   | •  | • |   | • | • | • | • |   | • |   | • |    | •   | ı      |   |
| RED .  | •   | •   | •   | •  | • | • | • | • | • | • | • | • | • | • |    | •   | 2      |   |
| ORANG  | Ε.  | •   | •   |    | • | • | • | • | ٠ | • | c | • |   |   | •  |     | 3      |   |
| YELL O | ₩.  | ٠   | •   | •  | • | • | • | • | • | ٠ | • | • | • | • | •  | •   | 4      |   |
| GREEN  | •   | •   | •   | •  | • | • | • | • | • | • | • | • |   | ٠ | •  | •   | 5      |   |
| BLUE.  | •   | •   | •   | •  | • | • | • | • | • | • | • | • | • | • | •  | •   | 6      |   |
| VIOLE: | Τ.  | •   | •   | •  | • | • | • | • | • | • | • | • | • | • | •  | •   | 7      |   |
| GRAY.  | •   | •   | •   | •  | • | • | • | • | • | • | • | • | • | • | •  | •   | 8      |   |
| WHITE  | •   | •   | •   | •  | • | • | • | • | • | • | • | • | • | • | •  | •   | 9      |   |
| THIRD  | CC  | )LC | R   | •  | • | • | • | • | • | • | • | • | • | • | ML | JLT | TIPLIE | R |
| GOLD A | AND | 9   | 31L | VE | R |   |   |   |   |   |   |   |   |   | TC | )LE | RANCE  |   |

### ITEM CHARACTERISTICS

### M-II SCHEMATIC READING STATION 2

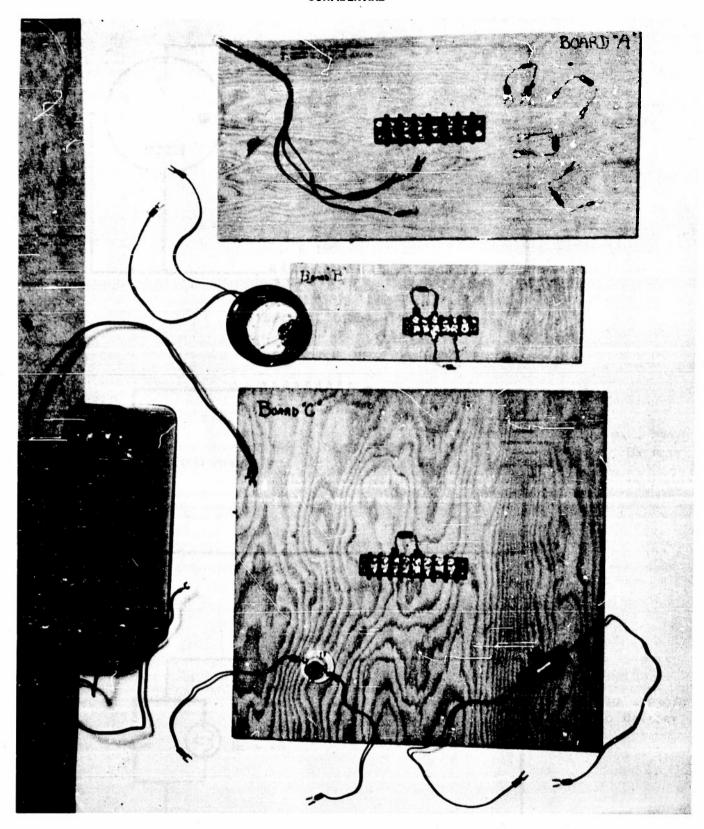
| Ітєм | Diagnostic<br>Scale | PERCENT<br>Success | CORRELATION WITH TOTAL SCORE |
|------|---------------------|--------------------|------------------------------|
| 1    | Ė                   | 70                 | .68**                        |
| 2    | F ,                 | 27                 | •65 <del>**</del>            |

| Ітем |        | Diagnostic<br>Scale | PERCENT<br>Success | CORRELATION WITH TOTAL SCORE |
|------|--------|---------------------|--------------------|------------------------------|
| 3    |        | F                   | 67                 | .80 <del>**</del>            |
| 4    |        | F                   | 67                 | .46**                        |
| 5    |        | F                   | 17                 | •50**                        |
| 6    |        | W                   | 40                 | .28 <del>*</del>             |
| 7    |        | FW                  | 35                 |                              |
| 8    | 189 19 | FW                  | 43                 | .28 <del>*</del>             |
| 9    |        | FW                  | 55                 | .45**                        |
| 10   |        | FW                  | 38                 | •32 <del>*</del>             |
| 11   |        | PW                  | 28                 | .66 <del>**</del>            |
| 12   |        | PW                  | 25                 | .63**                        |
| 13   |        | PW                  | 27                 | •53 <del>**</del>            |
| 14   |        | PW                  | 20                 | .41**                        |
| 15   |        | PW                  | 23                 | .60 <del>**</del>            |
| 16   |        | FW                  | 45                 | .25                          |
| 17   |        | F                   | 57                 | •34 <del>**</del>            |
| 18   |        | FPW                 | 17                 | •65**                        |

AVERAGE DIFFICULTY 35%
RANK ORDER I
(MOST DIFFICULT)

### SUGGESTED CHANGES

THE ONLY SUGGESTED REVISION OF THIS STATION WOULD BE TO CLARIFY THE



BREADBOARDS EMPLOYED AT STATION 2

FIGURE 12.

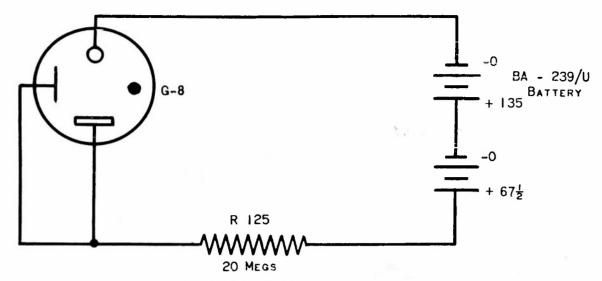


FIGURE 13 A DIAGRAM A

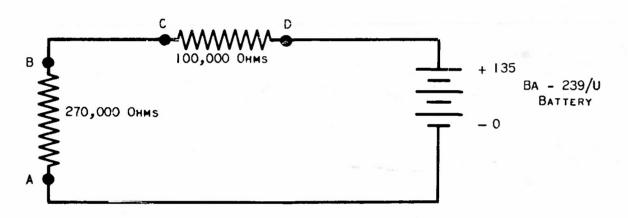


FIGURE 13B DIAGRAM B

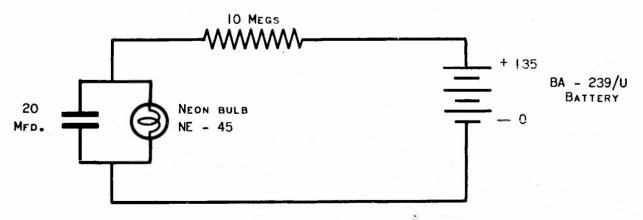


FIGURE 130 DIAGRAM C

DIRECTION ASSOCIATES WITH ITEM 7. SOME CONFUSION EXISTED BETWEEN CURRENT FLOW AND ELECTRON FLOW WHICH PROBABLY RESULTED IN THE POOR SHOWING MADE BY THIS ITEM.

## EQUIPMENT LIST

- A) POINTERS (FOR SCHEMATIC TRACING)
- B) Figure 3, GP 681, (change 1) PREFERABLY A PHOTOSTAT ENLARGEMENT 17 BY 20 INCHES COVERED WITH CLEAR ACETATE
- c) THREE BREADBOARDS AS PICTURED IN FIGURES 12 AND 13

## COMPONENT MODIFICATION

The three breadboards mentioned above were set up as illustrated in the picture on page 95. This picture shows the boards as they were presented to the subjects.

- Breadboard A is shown correctly connected in schematic form in Figure 13a. It was necessary for the subject to use two 10 meg resistors to get 30 megs.
- BREADBOARD B IS SHOWN IN SCHEMATIC FORM IN FIGURE 13B. ITEM 16 WAS SCORED CORRECT IF MINEMAN INDICATED HE WOULD PLACE THE VOLTMETER LEADS AT POINTS A AND B. ITEM 17 REQUIRED THAT THE CIRCUIT BE BROKEN ANYWHERE AND THE MILLIAMETER CONNECTED IN SERIES.
- Breadboard C Figure 13c shows one of two correct hook-ups for item 18.

  An alternative is to use the same connections but inter
  Change the resistor and the neon bulb.

## CD-14 SETTING

POINT TO THE CARD AND TO THE CALENDAR WHEN YOU MENTION IT, SAY:

| FOLLO | SESHT & | DIRECTIONS. | YOU MAY | USE | THIS | CALENDAR |
|-------|---------|-------------|---------|-----|------|----------|
|-------|---------|-------------|---------|-----|------|----------|

IF ZERO INDEX IS IGNORED.

| ۰ |                                                                                                                                       |    |                                                                 |            |
|---|---------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------|------------|
|   | NO CREDIT IF HOLE IN SETTING TOOL IS PLACED ON A PIN.                                                                                 | 1) | DOES NOT USE SET-<br>TING TOOL BEFORE<br>REMOVING DIAL          | $\bigcirc$ |
|   | NO GREDIT IF ATTEMPT IS MADE TO SET WITHOUT REMOVING DIAL.                                                                            | 2) | REHOVES DIAL ASSEM-<br>BLY                                      | $\bigcirc$ |
|   |                                                                                                                                       | 3) | USES 6 INCH SCREW-<br>DRIVER                                    | $\bigcirc$ |
|   | NO CREDIT IF CENTER KNURLED NUT IS LOOSENED TWICE.                                                                                    | 4) | SETS DA BEFORE S                                                | 0          |
|   | NO CREDIT IF ONLY ONE NUT IS TIGHTENED.                                                                                               | 5) | TIGHTENS BOTH<br>KNURLED NUTS                                   | Q          |
|   | GIVE CREDIT FOR ITEM 4 IF DONE AS A RESULT OF THIS CHECK. NO CREDIT FOR ITEM 5 IF TIGHTENING IS NECES-SARY AND CRECK IS NOT REPEATED. | 6) | ATTEMPTS TO MOVE<br>CAMS TO CHECK<br>TIGHTNESS OF SET—<br>TINGS | C          |
|   |                                                                                                                                       | 7) | COCKS CAM FOLLOWERS<br>IN UNOPERATED POSI-<br>TION              | 0          |
|   | No credit if dial assembly is not "Jiggled" to carefully mesh gears. Credit for this item given even                                  | -  | "JIGGLES" WHILE<br>Tightening Center<br>Screw                   | 0          |

|                        |                                                                                              |                |                        | i          |
|------------------------|----------------------------------------------------------------------------------------------|----------------|------------------------|------------|
|                        |                                                                                              | CONFIDENTIAL   |                        | +          |
|                        |                                                                                              |                | 9) DA on 13-15-17      | $\subset$  |
|                        |                                                                                              |                | 10) S ON 90-95-98      | $\subset$  |
|                        |                                                                                              |                | II) ZERO ON ZERO INDEX | C          |
| TAKE CLOSH<br>DIAGRAM. | FROM MN AND HAND HIM THE                                                                     | SCHEMATIC      |                        |            |
| STUDY THIS             | SCHEMATIC DIAGRAM                                                                            |                |                        |            |
| CLOCK SETT             | S STUDYING THE SCHEMATIC,<br>TINGS, AND RESET THE CLOCK<br>YOU HAVE DONE THIS SAY TO         | FOR THE NEXT   |                        |            |
|                        | TO ASK YOU SOME QUESTION SCHEMATIC DIAGRAM                                                   | S, ANSWER THEM |                        |            |
| WHY ARE TH             | ERE TWO CD-14 MOD 2 MECHA                                                                    | NISMS?         |                        |            |
|                        | CREDIT FOR ANY ANSWER WILENT TO INSURANCE AGAINS ARM AND STERILIZE (NEED ARM AND STERILIZE). | ST FAILURE TO  | 12) INSURANCE          | $\bigcirc$ |
| HAND MN A              | POINTER.                                                                                     |                |                        |            |
| WHAT BATTE             | RIES RUN THE CD-14 MOD 2 N                                                                   | NOTORS?        |                        |            |
|                        | CREDIT FOR INDICATION BY                                                                     | POINTING.      | 13) BA 205/U's         | $\bigcirc$ |
| . 12.54                |                                                                                              |                |                        |            |

WHAT SWITCH THAT IS NOW OPEN ON THE SCHEMATIC MUST BE CLOSED BEFORE THE CD-14 MOD 2 MOTORS CAN RUN?

V

CREDIT FOR "B" SWITCH OF CD-8 OR INDICATION BY POINTING.

14) 120 MINUTE SWITCH OF CD-8

WHAT HAPPENS WHEN THE S-I SWITCH OF A CD-I4 MOD 2 OPENS?

15) OPENS OR BREAKS
DETONATOR CIRCUIT

### CD-14 SETTING - STATION 3

IN ADDITION TO THE CALENDAR SHOWN IN FIGURE 3 THE EXAMINEE WAS PRESENTED WITH A CARD CONTAINING THE FOLLOWING INFORMATION:

You are to set the CD-14 which is on the table on the basis of the following information:

TODAY IS (DATE OF STATION ADMINISTRATION)

DAY MONTH YEAR

THE MECHANISM IS ONE OF TWO WHICH WILL BE IN-

AIRCRAFT ON (TODAY PLUS 5)

DAY MONTH YEAR

IN SEA WATER OF 65 DEGREES F. AT A DEPTH OF

75 FEET. PREPARE THE CD-14 SO THAT THE MINE

WILL BE ARMED FROM (TODAY PLUS 18)

DAY MONTH YEAR

THE DETONATOR WILL BE INSTALLED IN THE MINE ON

WHEN YOU HAVE FINISHED SETTING THE CD-14 RE-

THE CARD WAS TAPED TO THE BENCH UNDER CLEAR ACETATE AND A GREASE PENCIL WAS USED TO FILL THE BLANKS IN WITH APPROPRIATE DATES.

## ITEM CHARACTERISTICS

# CD-14 SETTING STATION 3

| Ітем | DIAGNOSTIC<br>Scale | Percent<br>Success | Correlation<br>with Total<br>Score |
|------|---------------------|--------------------|------------------------------------|
| i    | W                   | 65                 | 04                                 |
| 2    | Р                   | 65                 | •40 <del>**</del>                  |
| 3    | FP                  | 23                 | .14                                |
| 4    | FP                  | 78                 | •33 <del>**</del>                  |
| 5    | Р                   | 82                 | •53**                              |
| 6    | Р                   | 10                 | •54**                              |
| 7    | FP                  | 55                 | .70**                              |
| 8    | FP                  | 53                 | .40**                              |
| 9    | PW                  | 45                 | .25                                |
| 10   | PW                  | 18                 | .37**                              |
| 11   | Р                   | 70                 | .48##                              |
| 12   | FW                  | 50                 | •65**                              |
| 13   | Р                   | 73                 | •52**                              |
| 14   | Р                   | 67                 | .45**                              |
| 15   | Р                   | 23                 | •46**                              |
|      |                     |                    |                                    |

AVERAGE DIFFICULTY 51%
RANK ORDER 4

## SUGGESTED CHANGES

Delete ITEM 1. This station, considered as one of the easier ones, was used as a first station for some men. The "newness" of the station probably resulted in some nervousness and a consequent randomness of "starting" behavior. Item 3 involved the selection of a screwdriver that would best fit the slot in the dial assembly from three presented to the mineman. That the ITEM was not a discriminating one is probably due to the lack of directions or "set" to select proper tools. The ITEM should be deleted.

## EQUIPMENT LIST

- A) CD-14 MECHANISM (MOD IMMATERIAL)
- B) SETTING TOOLS FOR CD-14
- c) Screwdriver (three sizes were used, the middle size fitted the slot)
- D) CALENDAR WITH ONE INCH NUMERALS
- E) FIGURE 10, PAGE 26, OP 956, PREFERABLY A PHOTOSTAT ENLARGEMENT 17 BY 20 INCHES COVERED WITH GLEAR ACETATE
- F) POINTERS (FOR SCHEMATIC TRACING)

### COMPONENT MODIFICATION

THE CD-14 MECHANISM SHOULD BE SET AS FOLLOWS FOR EACH SUBJECT:

- A) CAM FOLLOWERS IN OPERATED POSITION
- B) BOTH DA INDEX AND S INDEX OFF SCALE BETWEEN 145 DAYS AND O DAYS
- c) DIAL ASSEMBLY REPLACED AND SCREWED DOWN WITH S INDEX LINED UP WITH THE POINTER LABELED "SET ZERO HERE".

# V

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## TUBE STRAP

POINT TO THE DRAWING OF THE TUBE STRAP AND THE CARD AND SAY:

| FOLLOW THES                | E DIRECTIONS                                                                                   |    |                                               |            |
|----------------------------|------------------------------------------------------------------------------------------------|----|-----------------------------------------------|------------|
| HAND THE MN<br>6 1/4 INCHE | A PIECE DF STOCK LONGER THAN S.                                                                |    |                                               |            |
|                            | No credit if pencil or other tool is used.                                                     | ι) | USES SCRIBER FOR<br>LAYOUT                    | $\bigcirc$ |
|                            | NO CREDIT IF BLADE WITH DAMAGED TEETH IS SELECTED.                                             | 2) | SELECTS UNDAMAGED<br>BLADE                    | $\bigcirc$ |
|                            | CREDIT DNLY IF 18 OR 24 TEETH PER INCH BLADE IS SELECTED.                                      | 3) | SELECTS PROPER BLADE                          | $\bigcirc$ |
|                            | S SELECTED A BLADE INSURE THAT HE AMAGED BLADE.                                                |    |                                               |            |
|                            | GIVE CREDIT IF, AFTER STARTING HACKSAW CUT, AT LEAST 9 INCHES OF BLADE ARE USED.               | 4) | CUTS WITH WHOLE<br>BLADE                      | $\bigcirc$ |
|                            |                                                                                                | 5) | CUTS OUTSIDE OF SCRIBED LINE                  | $\bigcirc$ |
|                            | GIVE CREDIT TO A MN WHOSE RIGHT FDDT IS FORWARD WHILE USING HACKSAW ONLY IF HE IS LEFT HANDED. | 6) | LEFT FOOT FORWARD<br>While Using Hack-<br>Saw |            |
|                            |                                                                                                | 7) | NO TEETH MISSING<br>FROM BLADE                | $\bigcirc$ |
|                            |                                                                                                | 8) | USES FILE HANDLE                              | $\bigcirc$ |

|                                                                                                                                                       |                                      | W          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------|
| CONFIDENTIAL                                                                                                                                          |                                      | Ÿ          |
| NO CREDIT IF ONLY PRICK PUNCH IS USED.                                                                                                                | 9) CENTER PUNCHES                    | $\bigcirc$ |
| SCORE Mn's LAYOUT BY PLACING PLASTIC LAYOUT JIG OVER HIS BAR SO THAT THE LEFT HAND .562 MARK COINCIDES WITH THE LEFT HAND .562 PUNCH MARK ON THE BAR. |                                      |            |
| NO CREDIT FOR ITEMS 10 THROUGH 12 IF PUNCH MARK DOES NOT TOUCH BOTH CROSS-LINES ON JIG.                                                               | 10) LAYOUT .281 ETA.<br>HOLE         | $\bigcirc$ |
|                                                                                                                                                       | II) LAYOUT .875 DIA.<br>HOLE         | O          |
|                                                                                                                                                       | 12) LAYOUT RIGHT HAND .562 DIA. HOLE | $\bigcirc$ |
| SCORE THE LENGTH OF THE BAR AS A SEPARATE                                                                                                             | 13) LENGTH OF BAR WITHIN TOLERANCE   | $\bigcirc$ |

LINES ON JIG

REARRANGE TOOLS IF NECESSARY AND INSURE THAT STATION IS READY FOR NEXT MN.

## TUBE STRAP MANUFACTURE - STATION 4

IN ADDITION TO BUORD DWG 415913 THE EXAMINEE WAS SHOWN A CARD WITH THE FOLLOWING DIRECTIONS:

YOU ARE TO MAKE A SEARCH COIL RETAINING BAR (TUBE STRAP) FOR MINE MK 36 MOD 1. MAKE IT TO THE SPECIFICATIONS OF THE DRAWING.

YOU WILL BE GRADED ON PROCEDURE, ABILITY TO USE THE RIGHT TOOLS, AND TO USE THEM PROPERLY. THE FIN-ISHED PRODUCT WILL BE CHECKED AGAINST THE SPECIFICATIONS OF THE DRAWING.

IGNORE THE DIRECTIONS ABOUT STAMPING THE NUMBER 415913 ON THE STRAP. HAND THE STRAP TO THE EXAMINER WHEN YOU HAVE FINISHED ALL OPERATIONS EXCEPT DRILLING THE HOLES.

Tools are to be returned to the position in which you found them.

## ITEM CHARACTERISTICS

# TUBE STRAP MANUFACTURE STATION 4

| l TEM | Diagnostic<br>Scale | Percent<br>Success | Correlation With Total Score |
|-------|---------------------|--------------------|------------------------------|
|       | FP                  | 70                 | .48 <del>**</del>            |

| Ітем    | DIAGNOSTIC<br>Scale | PERCENT<br>Success | CORRELATION WITH TOTAL SCORE |
|---------|---------------------|--------------------|------------------------------|
| 2       | Р                   | 67                 | .08                          |
| 3       | FW                  | 72                 | 12                           |
| 4       | P                   | 87                 | •00                          |
| 5       | FP                  | 15                 | .07                          |
| . 6     | P                   | 98                 | 11                           |
| 7       | Р                   | 95                 | 17                           |
| 8       | Р                   | 40                 | .15                          |
| 9       | Р                   | 75                 | .13                          |
| 10      | Ρ                   | 65                 | •40 <del>**</del>            |
| 11      | Р                   | 63                 | .29*                         |
| 12<br>· | Р                   | 72                 | •04                          |
| 13      | P                   | 60                 | •36 <del>**</del>            |

# AVERAGE DIFFICULTY 66% RANK ORDER 8

## SUGGESTED CHANGES

THE ITEM ANALYSIS DATA FOR THIS STATION STRONGLY SUGGEST THAT IT

BE REVISED FROM THE CHECK LIST FORMAT INTO A FINAL PRODUCT CHECK. THIS

WOULD RELEASE AN EXAMINER FROM CAREFULLY WATCHING EACH STEP OF THE MINE
MAN'S PERFORMANCE AND ALSO REVISE THE CONTENT OF THE STATION. THE EASE

WITH WHICH MINEMEN SUCCESSFULLY COMPLETED MOST OF THE SELECTION AND USE

OF TOOLS ITEMS MAKE THIS REVISION REALISTIC. IN ITS PROJECTED FORM THE MINEMAN COULD BE GIVEN THE SAME DIRECTIONS AND EQUIPMENT, AND THEN LEFT WITHOUT CLOSE SUPERVISION TO COMPLETE THE PRODUCT. THIS COULD BE SCORED AT THE EXAMINER'S LEISURE. WHILE THE REVISION WOULD RESULT IN OROPPING ITEMS IT WOULD NOT CHANGE THE TIME OF AOMINISTRATION SIGNIFICANTLY.

## EQUIPMENT LIST

THE GEAR LISTED BELOW WAS AVAILABLE AT THIS STATION AS PRESENTED

IN THIS RESEARCH PROJECT. IT SHOULD BE NOTED THAT SOME OF THE TOOLS ARE

NOT RELEVANT TO THE JOB AT HAND. THIS STATION WAS USED AS A "TOOL BOX"

FOR THE REST OF THE STATIONS. THE TOOLS WERE DISPLAYED FOR EACH SUBJECT

GROUPED AS FOLLOWS:

Steel scale, 12 inches Combination square, 4 inch Steel scriber Dividers, 8 inch Prick punch, 3/8 inch Center punch, 3/8 inch Lead pencil

Hacksaw blades, 12 inch (one damaged and one undamaged of each of the following sizes, 18, 24, 32 teeth per inch)

HACKSAW FRAME, 12 INCH SMOOTH FILE, 8 INCH BASTARD FILE, 8 INCH FILE HANDLE FILE BRUSH

BALL PEEN HAMMER
DIAGONAL CUTTING PLIERS
LONG NOSE PLIERS
SCREWDRIVERS
CRESCENT WRENCH, 6 INCH
SPINTITE WRENCH SET

IN ADDITION TO THE TOOLS THE FOLLOWING EQUIPMENT IS NECESSARY:

- a) Carbon steel bar, SAE 10, 1/4 by 1 3/4 INCH stock No. G46-5-6935-800 (sufficient quantity to present each subject with a piece of steel longer than 6 1/4 inghes)
- B) BENCH VISE WITH 3 INCH JAWS
- C) TRANSPARENT PLASTIC GAGE MADE TO THE SPECIFICATION OF THE TUBE STRAP BUT SLIGHTLY LONGER SO THAT GO-NOGO MARKS FOR THE LENGTH OF THE BAR CAN BE INSCRIBED ON THE SURFACE
- D) BUORD DWG 415913 MOUNTED AND COVERED WITH CLEAR ACETATE

## COMPONENT MODIFICATION

None.

### FIRING MECHANISM M-5

AS YOU CAN SEE THIS IS AN M-5 MOD I FIRING MECHANISMS WHAT IS THE MARK NUMBER OF THE MINES IN WHICH IT IS USEDS

CREDIT GIVEN IF NO MOD WAS MENTIONED (MK 10 MOD | EMPLOYS A CHEMICAL HORN)

1) MARK 10

POINT TO THE CARD AND SAY:

## FOLLOW THESE DIRECTIONS

WHEN HE STARTS, WATCH HIM TO SEE THAT HE COMPLETES THE OPERATIONS IN THE SCORING COLUMN.

NG CREDIT IF MN STARTS TO DO SOMETHING ELSE BEFORE FUSING NEEOLE CLAMP, OR ROCKS THE MECHANISM. 2) FUSES NEEDLE CLAMP (

IF HE STARTS TO DO SOMETHING ELSE BEFORE FUSING NEEDLE CLAMP TELL HIM TO FUSE IT FIRST.

NO CREDIT IF MN NEGLECTS TO TIGHTEN ANY ONE SCREW. 4) USES LARGER FUSE WIRE

. 3) USES PLASTIC TOOL

5) TIGHTENS ALL SCREWS

6) WINDS TORQUE CON+ : :. TROL BEFORE FUSING

7) HOLOS PAWL OFF RIM

| CONF | IDENTI | AL |
|------|--------|----|

NO CREDIT IF MN NEGLECTS TO TIGHTEN

ANY ONE SCREW.

|     |                                                 | +         |
|-----|-------------------------------------------------|-----------|
| 8)  | USES SMALLER WIRE<br>To Fuse Torque<br>Control  |           |
| 9)  | TIGHTENS ALL<br>Torque control<br>Screws        |           |
| 10) | CHECKS INSTALLED<br>FUSE WIRE FOR<br>BOWING     |           |
| 11) | ZEROS OHMMETER<br>BEFORE CHECKING<br>CONTINUITY | C         |
| 2)  | FINDS OPEN GIMBAL<br>SPRING CONTACT             | C         |
|     | CHECKS ANTI-<br>PREMATURE FUSE<br>WITH OHMMETER | $\subset$ |
| 4)  | D500070 D0544                                   |           |

WHEN MN BEGINS VISUAL INSPECTION SAY:

TELL ME WHEN YOU HAVE FINISHED YOUR INSPECTION

15) REPORTS LACK OF

- 10 - 1...

WIRE BETWEEN FUSE AND GIMBAL SPRING

CONTACT

NO CREDIT IF MN LEAVES ANY OTHER FUSE WIRE IN OR ON THE MECHANISM.

16) REMOVES PLANTED FUSE WIRE

B PLANTED

WHICH IS THE NORTH END OF THE NEEDLES?

HOW DO YOU KNOW?

NO CREDIT UNLESS MN MENTIONS THE RED DOTS ON THE NEEDLES.

17) IDENTIFIES N END

PUT YOUR FINGER ON THE HOLD-ON COIL

18) INDICATES HOLD-ON

 $\bigcirc$ 

HAND THE MICROMETER AND PIECE OF .0063 WIRE TO THE MN AND SAY:

MEASURE THIS WIRE AND TELL ME ITS DIAMETER TO THE NEAREST TEN THOUSANDTH OF AN INCH

GIVE CREDIT IF REPORT IS .0061 -. 0065. No credit Below or Above These Limits

19) REPORTS .0061 - .0065

Compression of

MOVE OHMMETER OFF ZERO
PLANT FUSE WIRE
CLIP BOTH FUSE WIRES; NEEDLE CLAMP FUSE FIRST

## FIRING MECHANISM M-5 - STATION 5

THE FOLLOWING INFORMATION WAS PRESENTED ON A 5 BY 8 CARD:

Using the equipment provided on the Table, fuse the mechanism and wind the torque control. (Turn wheel clockwise).

Test the cable leads with the ohmmeter. There should be an open circuit between the black and yellow leads and a closed circuit (resistance of 2 ohms or less) between the black and green. Check the resistance between the lug terminal of the yellow lead and the point where the yellow lead connects to the mechanism. The resistance should be I ohm or less.

Make a ROUTINE VISUAL INSPECTION OF THE MECH
ANISM AND BE SURE TO CALL THE EXAMINER'S ATTENTION TO

ANYTHING ABOUT THE MECHANISM WHICH IS OUT OF THE ORDI
NARY, WHILE YOU ARE WORKING, PART OF YOUR SCORE DE
PENDS ON THIS.

Tell the examiner when you have finished.

## ITEM CHARACTERISTICS

# FIRING MECHANISM M-5 STATION 5

|      |                     | <del></del>        |                                    |
|------|---------------------|--------------------|------------------------------------|
| ІТЕМ | DIAGNOSTIC<br>Scale | PERCENT<br>Success | CORRELATION<br>WITH TOTAL<br>SCORE |
| i    | F                   | 63                 | •51 <del>**</del>                  |
| 2    | PW                  | 23                 | .46**                              |
| 3    | FP                  | 20                 | .40**                              |
| 4    | FPW                 | 58                 | .71**                              |
| 5    | Р                   | 77                 | .46 <b>**</b>                      |
| 6    | FP                  | 35                 | .63 <b>**</b>                      |
| 7    | FP                  | 22                 | •58 <b>**</b>                      |
| 8    | FP                  | 62                 | .46**                              |
| 9    | Р                   | 47                 | .40**                              |
| 10   | PW                  | 08                 | .30*                               |
| 11   | PW                  | 46                 | .43**                              |
| 12   | PW                  | 45                 | •64**                              |
| 13   | PW                  | 30                 | .17                                |
| 14   | PW                  | 40                 | •63**                              |
| 15   | FP                  | 40                 | •56**                              |
| 16   | P                   | 08                 | •30*                               |
| 17   | F                   | 78                 | •58**                              |
| 18   | F                   | 25                 | •62 <del>**</del>                  |
| 19   | Р                   | 17                 | •50**                              |
|      |                     |                    |                                    |

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SIN!

# AVERAGE DIFFICULTY 38% RANK ORDER 2

## SUGGESTED CHANGES

THE ONLY REVISION THAT CAN BE SUGGESTED FOR THIS STATION IS THE ADDITION OF A SCORING STANDARD FOR ITEMS 12 AND 14. THE STANDARD SUGGESTED WAS EMPLOYED IN THE PRESENT STUDY BUT LEFT OFF THE SCORING FORMS BY MISTAKE.

OPPOSITE THESE ITEMS SHOULD BE THE FOLLOWING:

No credit if discovered by other means than using the ohmmeter.

## EQUIPMENT LIST

- A) FIRING MECHANISM M-5 MOD I (A REJECTED MECHANISM MAY BE USED)
- B) TURNTABLE FROM A TEST SET MK I
- c) OHMMETER, 1/4 AMP.
- D) Spool of fuse wire, .0035 INCH
- e) Spool of fuse wire, .0063 inch
- F) DIAGONAL CUTTING PLIERS
- g) Screwdriver
- H) PLASTIC CLAMP
- i) Micrometer, O-I inch

## COMPONENT MODIFICATION

### FIRING MECHANISM M-5

- A) FIRING MECHANISM WITH HEHISPHERES REMOVED, MOUNTED IN THE TURN-TABLE
- B) GIMBAL SPRING CONTACT OPEN WHERE GREEN LEAD IS CONNECTED
- C) YELLOW LEAD BROKEN (!NSIDE INSULATION) BETWEEN ANTI-PREMATURE FUSE AND GIMBAL SPRING CONTACT
- D) ANTI-PREMATURE FUSE INSTALLED
- E) FLUID DRAINED FROM DAMPING DEVICE
- F) FUSE WIRE, I INCH LONG, BENT AND PLANTED ON BALANCING WEIGHT SCREW

OHMMETER OFF ZERO

# F

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## FIRING MECHANISM A-8

POINT TO CARDS TAPED TO TEST SETS AND SAY:

| FOLLOW THE DIRECTION                       | NS ON THESE TWO CARDS                                           |                                       |                                                          |            |
|--------------------------------------------|-----------------------------------------------------------------|---------------------------------------|----------------------------------------------------------|------------|
|                                            | IT IF ANY OTHER CABLE IS<br>BEFORE 110 CABLE IS PLUG            |                                       | CONNECTS TEST SET<br>TO POWER SOURCE                     | $\bigcirc$ |
|                                            |                                                                 | 2)                                    | HEATER-OFF-ON TO ON                                      | $\bigcirc$ |
|                                            | HER THAN COMPLETING ITEM<br>MK 65 MOD I, STOP HIM A<br>EST POT. |                                       |                                                          |            |
|                                            | GIVEN IF ONLY PRIOR ACT!<br>ION OF ITEMS I AND 2                | 3)                                    | SETS UP TEST POT<br>FIRST                                | $\bigcirc$ |
|                                            | IT IF TEST POT TOUCHES A<br>SM BEFORE ADAPTER IS INS            | •                                     | USES ADAPTER                                             | $\bigcirc$ |
| IF MN STARTS TO TIGHT USING THE ADAPTER, T | HTEN POT ON MECHANISM WI<br>TELL HIM TO USE IT.                 | THOUT                                 |                                                          |            |
|                                            | T IF ANY DISASSEMBLY IS                                         | RE- 5)                                | USES ADAPTER GASKET                                      | $\bigcirc$ |
|                                            | T IF TEST POT TOUCHES ASM BEFORE ADJUSTMENT IS                  | · · · · · · · · · · · · · · · · · · · | ADJUSTS CLAMP AS-<br>SEMBLY TO APPROXI-<br>MATE POSITION | $\bigcirc$ |
| JUST BEFORE MN HAS P                       | CUMPED POT TO 35 PSI, SC                                        | ORE CAM                               |                                                          |            |
|                                            | T IF LEVER CAN BE MOVED<br>Y CLAMP OR IS NOT IN CE              |                                       | POSITION OF CAM<br>LEVER                                 | $\bigcirc$ |

| 1 |  |  |
|---|--|--|
|   |  |  |

WHY DOES THE PRESSURE NORMALLY DROP SLIGHTLY AFTER YOU HAVE PUMPED IT TO 35 POUNDS PER SQUARE INCH? IF MN ANSWERS "LEAKAGE" SAY: IT WOULDN'T LEAK UNDER NORMAL CONDITIONS, AND WAIT FOR A FURTHER ANSWER.

8) PRESSURE OROPS AS HEAT OF PUMPING DISSIPATES

POINT TO MK 65 TEST SET AS YOU SAY:

SET UP THE OTHER TEST SET NOW; YOU WILL GET DIREC+ TIONS TO BLEED THE TEST POT LATER. LET ME KNOW WHEN YOU HAVE FINISHED PREPARING THIS TEST SET.

WATCH AS EACH OF THE FOUR AMPHENOL PLUGS IS CONNECTED TO SEE THAT IT IS VISUALLY CHECKED AND SCREWED DOWN.

9) MECH AMPHENOL PLUG VISUAL

VISUAL

- 10) MECH AMPHENOL PLUG SCREW
- 11) BATT AMPHENOL PLUG
- 12) BATT AMPHENOL PLUG SCREW
- 13) SR+7 AMPHENOL PLUG VISUAL
- 14) SR-7 AMPHENOL PLUG SCREW

AFTER MN TELLS YOU HE HAS FINISHED PREPARING THE TEST SET, SCORE POTENTIOMETER DIAL SET-TINGS AND GALVANOMETER CLAMP RELEASE.

> 15) LOWER DIAL TO 1.3 MA.

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|--------------|--|--|

Y

16) UPPER OTAL TO 5.05 MA.

 $\bigcirc$ 

17) GALVANOMETER
NEEOLE RELEASEO

 $\bigcirc$ 

COMPLETE ANY TASK NOT DONE OR OONE INCORRECTLY IN SETTING UP THE MK 65 TEST SET. THEN TELL THE MN;

THIS EXAM!NATION DOES NOT INCLUDE THE SR-7 MOD 2 TEST SO DO THE SR-9 MOD O TIME-OUT TEST NOW. FOLLOW THE DIRECTIONS ON THIS CARD

HAND CARO TO MN. IF MN PROCEEDS TO STEP G ON THE CARO WITHOUT BLEEDING THE TEST POT TELL HIM TO BLEED IT.

NO CREOIT UNLESS GAGE IS TAPPED AFTER LAST TIME VALVE IS OPENED FOR BLEEDING.

18) TAPS GAGE WHILE
BLEEDING PRESSURE

 $\bigcirc$ 

READ THE TIMER WHEN THE SR-9 CLOSES AND COMPARE YOUR RESULT WITH THE MN'S REPORT.

CREDIT GIVEN IF TIME RECORDED IS PLUS OR MINUS .02 SECONDS OF EXAMINER'S READING.

19) TIME CORRECT

 $\bigcirc$ 

WHEN MN REPORTS THAT HE HAS FINISHED, TELL HIM TO DISCONNECT THE COMPONENTS AND THE POT.

2i) BLEEOS POT TO O
BEFORE LOOSENING
SCREW

20) REPORTS OIL ON MECH

 $\bigcirc$ 

REMOVE GASKET FROM ADAPTER
READJUST CLAMP ON POT
CAM LEVER IN CENTER POSITION
DISCONNECT MK 65 FROM 110 SOURCE

HEATER-OFF-ON TO OFF LOWER POTENTIOMETER TO O UPPER POTENTIOMETER TO 2 CLAMP GALVANOMETER

### FIRING MECHANISM A-8 - STATION 6

THE FOLLOWING INFORMATION, TYPED ON A CARD, WAS TAPED TO THE PRESSURE POT:

THE TEST POT IS TO BE BROUGHT TO 31.5 POUNDS PER SQUARE INCH, TO DO THIS BRING THE PRESSURE TO ABOUT 35 POUNDS PER SQUARE INCH AND AFTER ABOUT 5 MINUTES BLEED THE PRESSURE TO THE RED LINE ON THE GAGE (31.5 PSI). THE PRESSURE IS FIRST BROUGHT TO 35 POUNDS SINCE IT WILL NORMALLY DROP SLIGHTLY AFTER PUMPING.

THIS INFORMATION WAS TAPED TO THE TEST SET COVER:

THE 6J5 TUBE IN THIS TEST SET REQUIRES A MINUTE TO WARM UP SO THROW THE HEATERS-OFF-ON SWITCH TO ON.

THE ACCURACY OF THE TIMER HAS BEEN CHECKED, THE MICROAMPERE SUPPLY HAS BEEN BALANCED AND THE GALVANOMETER HAS BEEN ZERGED. CONNECT THE COMPONENTS ON
THE BENCH FOR YESTING THE A-8 AND THE SR-7 MECHANISMS.

SET THE CONTROLS AS FOLLOWS:

SELECTOR SWITCH TO POSITION I

OUT-SC SWITCH TO OUT

RESET-TEST SWITCH TO RESET AND BACK TO CENTER

LOWER POTENTIOMETER DIAL TO 1.3 MICROAMPERES

Upper POTENTIOMETER DIAL TO 5.05 MICROAMPERES

THE CARD MENTIONED ON THE SCORING FORM BETWEEN ITEMS 17 AND 18 CONTAINED THIS INFORMATION:

SR-9 MOD O TIME-OUT TEST

- A. SET SELECTOR SWITCH AT 2
- B. RESET-TEST SWITCH TO RESET AND BACK TO CENTER
- c. Selector switch at 3 (if motor runs, remain at 3 until it stops)
- D. SELECTOR SWITCH AT 2
- E. RESET TIMER
- F. WAIT AT LEAST TWO MINUTES. (BLEED THE PRESSURE POT WHILE YOU ARE WAITING)
- G. RESET-TEST SWITCH TO TEST AND BACK TO CENTER

THE TIMER WILL RECORD THE TIME IT TAKES THE SR-9

MOD O TO CLOSE. REPORT THIS TIME (NEAREST 1/100 SECONDS)

TO THE EXAMINER AND VISUALLY CHECK THE A-8 MECHANISM.

TELL THE EXAMINER WHEN YOU ARE FINISHED.

### ITEM CHARACTERISTICS

# FIRING MECHANISM M-8 STATION 6

| ІТЕМ | DIAGNOSTIC<br>Scale | PERCENT<br>Success | CORRELATION<br>WITH TOTAL<br>SCORE |
|------|---------------------|--------------------|------------------------------------|
| 1    | P                   | 52                 | 03                                 |

| ÎTEM | DIAGNOSTIC<br>Scale | Percent<br>Success | CORRELATION<br>WITH TOTAL<br>SCORE |
|------|---------------------|--------------------|------------------------------------|
| 2    | P                   | 75                 | <b>13</b>                          |
| 3    | Р                   | 17                 | •00                                |
| 4    | FP                  | 42                 | .38**                              |
| 5    | FP                  | 70                 | •56 <del>**</del>                  |
| 6    | Р                   | 17                 | .34**                              |
| 7    | FP                  | 72                 | <b>.</b> 33**                      |
| 8    | FW                  | 13                 | •26                                |
| 9    | Р                   | 85                 | .49 <del>**</del>                  |
| 10   | Р                   | 87                 | .44**                              |
| 11   | Р                   | 88                 | .06                                |
| 12   | P                   | 88                 | .06                                |
| 13   | P                   | 85                 | .49 <del>**</del>                  |
| 14   | Р                   | 80                 | .40 <del>**</del>                  |
| 15   | Р                   | 85                 | •29 <b>*</b>                       |
| 16   | Р                   | 65                 | •26                                |
| 17   | FP                  | 18                 | •05                                |
| 18   | FPW                 | 05                 | •42                                |
| 19   | Р                   | 75                 | .21                                |
| 20   | FP                  | 37                 | •30*                               |
| 21   | Р                   | 75                 | .13                                |

## AVERAGE DIFFICULTY 58% RANK ORDER 7

## SUGGESTED CHANGES

IN SPITE OF THE HIGH LEVEL OF DISCRIMINATION SHOWN BY MANY OF THE ITEMS OF THIS STATION REVISION WOULD IMPROVE IT AND AT THE SAME TIME. SHORTEN IT. THE FIRST THREE ITEMS SHOULD BE DROPPED AND APPROPRIATE CHANGES IN DIRECTIONS MADE FOR THE SUBJECT. ITEMS 9 THROUGH 14 ARE TOO EASY BUT IN VIEW OF THEIR DISCRIMINATION LEVEL AND KEEPING CONTENT VALIDITY IN MIND THEY SHOULD PROBABLY BE RETAINED. ITEMS 17 AND 18 SHOWED UP IN THE 15 MAN PRELIMINARY TRYOUT AS TOO DIFFICULT BUT WERE RETAINED IN THE FINAL FORM IN THE HOPE THAT THEIR CONDITION WOULD IMPROVE WITH A LARGER SAMPLE. AS CAN BE SEEN FROM THE TABLE ABOVE THE LARGER SAMPLE DID NOT HELP. BOTH ITEMS COULD BE MADE MUCH EASIER BY INCLUDING SPECIFIC INSTRUCTIONS TO PERFORM THEM; PERHAPS THEY WOULD NOT BECOME TOO EASY.

This station could be made shorter without affecting its validity seriously by dropping the SR-9 Mod O time-out test. Item 19, which turned out too easy and also insignificant would be the only sacrifice.

## EQUIPMENT LIST

As presented in this research the station required:

- A) FIRING MECHANISM A-8 MOD O (IF THE SR-9 TIME-OUT TEST IS DELETED A REJECTED MECHANISM MAY BE USED)
- B) TEST SET MK 65 MOD 1
- c) Test set Mk 66 Mod I
- D) BA-249/U BATTERIES (TWO ARE NECESSARY)
- E) SR-7 MOD 2 MECHANISM

## COMPONENT MODIFICATION

TEST SET MK 65 MOD I

A) SWITCH SETTINGS AT THE START OF EACH EVALUATION:

HEATERS-OFF-ON ON OFF
RESET-TEST ON OFF
LOWER POTENTIOMETER ON O
UPPER POTENTIOMETER ON 2
SELECTOR SWITCH ON I
GALVANOMETER NEEDLE CLAMPED

- B) BATTERY CABLE PROPERLY CONNECTED TO THE BATTERIES BUT NOT TO THE TEST SET.
- c) CA-744 PROPERLY CONNECTED

LEADS TO DISCONNECTED PURPLE LEAD LEAD T TO LUG ON JONES BLOCK FROM WHICH PURPLE LEAD WAS REMOVED.

TEST SET MK 66 MOD I

- A) ONE OF THE TEST POTS, ADAPTER, GASKET, AND PUMP, AVAILABLE WITHOUT REMOVING CLAMPING BLOCKS
- B) CLAMP ASSEMBLY OF TEST POT NEAR TOP OF SCREW
- C) CAM LEVER IN CENTER POSITION

FIRING MECHANISM A-8 MOO O

A) GREASE OR HYDRAULIC FLUID SMEARED ON ONE OF THE TUBE COUPLINGS

## SOLDERING

POINT TO CARD AND SAY TO MN:

| READ THESE DIRECTIONS AND WEAR THE S WHILE SOLDERING.                                              | AFETY GLASSES 1)         | CLEANS IRON BEFORE<br>FILING             | $\bigcirc$ |
|----------------------------------------------------------------------------------------------------|--------------------------|------------------------------------------|------------|
|                                                                                                    | 2)                       | FILES IRON TIP.                          | $\bigcirc$ |
|                                                                                                    | 3)                       | TINS IRON                                | $\bigcirc$ |
|                                                                                                    | 4)                       | SELECTS ROSIN<br>Core solder             | $\bigcirc$ |
|                                                                                                    | 5)                       | TINS ALL LEADS                           | $\bigcirc$ |
| No credit for any item ( scored individually) if applied to contact pin b heated (solder flows on) | SOLDER IS<br>EFORE IT IS | HEATS PIN A (WHITE)                      | $\bigcirc$ |
|                                                                                                    |                          | HEATS PIN B (BLACK)                      |            |
|                                                                                                    | 8)                       | HEATS PIN C (RED)                        |            |
|                                                                                                    | 9)                       | HEATS PIN D (BROWN)                      |            |
|                                                                                                    | 10)                      | HEATS PIN E (GREEN)                      |            |
| No credit if any one lead<br>before solder sets.                                                   | D IS RELEASED            | DOES NOT MOVE LEADS<br>UNTIL SOLDER SETS |            |
|                                                                                                    | 12)                      | DID NOT DIP IRON<br>IN FLUX              |            |

SCORE ITEMS 13 THROUGH 19 AFTER THE MN TELLS YOU HE IS FINISHED.

| AMPHENOL ASSEMBLY MUST BE CORRECTLY POSITIONED FOR CREDIT.                                   | 1:3) | CABLE CLAMP<br>THREADED ON CABLE | $\subset$  |
|----------------------------------------------------------------------------------------------|------|----------------------------------|------------|
|                                                                                              | 14)  | ALL CONNECTIONS<br>CORRECT       | C          |
| NO CREDIT IF DROPS OF SOLDER ARE PRESENT IN SOCKET OR IF EXCESS ROSIN OR SOLDER ARE PRESENT. | 15)  | ALL CONNECTIONS<br>CLEAN         |            |
| NO CREDIT IF ANY ONE OF THE LEADS IS NICKED WHERE THE OUTER INSULATION HAS BEEN REMOVED.     | 16)  | LEAD INSULATION                  | $\subset$  |
| NO CREDIT IF LEAD LENGTH EXCEEDS ONE : NCH.                                                  | 17)  | LEAD LENGTH                      | $\bigcirc$ |
| NO CREDIT IF ANY ONE GAP BETWEEN LEAD INSULATION AND CONTACT PIN IS IN EXCESS OF 1/32 INCH.  | 18)  | INSULATION GAP                   |            |
|                                                                                              | 19)  | VINYL TUBING ON                  |            |

ALL LEADS

FILE TIN OFF IRON, FOUL TIP AND INSURE THAT IRON IS HOT FOR NEXT MN.

### SOLDERING - STATION 7

THIS INFORMATION WAS COVERED WITH CLEAR ACETATE AND TAPED TO THE WORK BENCH:

Using any of the gear on the table you are to solder the five conductor cable leads to the contact pins of the amphenol plug as described below.

THE FINISHED PRODUCT SHOULD BE AN AMPHENOL
PLUG PROPERLY ASSEMBLED AND SECURED TO THE CABLE.

### FOLLOW THESE INSTRUCTIONS:

- A. Solder the Plug to the end of the Roll of Cable. Do not cut a length from Roll.
- B. THE AMPHENOL SOCKET AND COUPLING RING ARE TO BE PLUGGED INTO THE RECEPTACLE ON THE BENCH.
- C. SOLDER THE LEADS AS FOLLOWS:

WHITE TO CONTACT PIN A

BLACK TO CONTACT PIN B

RED TO CONTACT PIN C

BROWN TO CONTACT PIR D

GREEN TO CONTACT PIN E

D. Tell the examiner when you have finished everything except reassembling the Plug.

## ITEM CHARACTERISTICS

## SOLDERING STATION 7

| İTEM | Diagnostic<br>Scale | PERCENT<br>Success | CORRELATION WITH TOTAL Score |
|------|---------------------|--------------------|------------------------------|
| 1    | FP                  | 35                 | .17                          |
| 2    | Р                   | 32                 | .12                          |
| 3    | Р                   | 42                 | •24                          |
| 4    | F                   | 72                 | 03                           |
| 5    | Р                   | 42                 | .64 <del>**</del>            |
| 6    | Р                   | 58                 | •45 <del>**</del>            |
| 7    | Р                   | 57                 | <b>.</b> 28*                 |
| 8    | Р                   | 68                 | •43**                        |
| 9    | Р                   | 65                 | .33**                        |
| 10   | Р                   | 57                 | •34 <del>**</del>            |
| 11   | FP                  | 40                 | .42**                        |
| 12   | F                   | 38                 | •03                          |
| 13   | Р                   | 65                 | •i1                          |
| 14   | Р                   | 85                 | .18                          |
| 15   | Р                   | 52                 | •55 <del>**</del>            |
| 16   | Р                   | 45                 | .17                          |
| 17   | Р                   | 70                 | .24                          |
| 18   | P                   | 02                 | 17                           |
| 19   | FP                  | 60                 | .42**                        |

# AVERAGE DIFFICULTY 54% RANK ORDER 6

## SUGGESTED CHANGES

THE ITEMS WHICH WERE MOST DISCRIMINATING APPEARED TO BE THOSE WHICH WERE SCORED ON THE BASIS OF SOLDERING OPERATIONS RATHER THAN THE PREPARATION FOR SOLDERING, OR THE FINAL PRODUCT. A SHORTER STATION (THIS WAS ONE OF THE LONGEST) WOULD BE ACHIEVED THROUGH PREPARING THE IRON, RESTRICTING CHOICE OF MATERIALS TO THE CORRECT ONES, AND SCORING ONLY ITEMS 5 THROUGH II IN ADDITION TO 15 AND 19.

## EQUIPMENT LIST

#### MATERIALS

- A) RECEPTACLE FOR 5-PIN AMPHENOL PLUG (MOUNTED ON BENCH)
- B) AMPHENOL PLUGS (5-PIN, LETTERED) COMPLETE, ONE FOR EACH EXAMINEE
- C) Five-conductor Rubber Covered Gable (EACH MAN USED ABOUT THREE INCHES FROM THE ROLL)
- D) CAN PASTE FLUX
- E) ROLL SOLDER 50-50, ACID CORE
- F) ROLL SOLDER 50-50 ROSIN CORE
- G) RAGS
- H) ROLL FRICTION TAPE (FOR FOULING IRON)
- I) SHORT PIECES OF VINYL TUBING FOR LEAD INSULATION

### TOOLS

- A) ELECTRIC SOLDERING IRON, 3/8 INCH PYRAMIDAL TIP
- B) SOLDERING IRON TIPS (SEVERAL REQUIRED)
- c) JACKNIFE
- D) SCREWDRIVER, 4 INCH
- E) WIRE STRIPPERS
- F) NEEDLE NOSE PLIERS
- G) DIAGONAL CUTTING PLIERS
- H) STEEL SCALE, 6 INCH
- 1) FILE, SMOOTH, SINGLE CUT, 8 INCH

## COMPONENT MODIFICATION

THE SOLDERING IRON TIP WAS FILED, BETWEEN SUBJECTS, TO REMOVE ALL TRACES OF PREVIOUS TINNING, AND FOULED BY RUBBING ALL FACES OF IT ON FRICTION TAPE.

## OPERATIONAL TEST

| AS YOU CAN SEE THIS IS A MINE MK 36 MOD I, AN M-9 MOD I FIRING MECHANISM IS USED !N IT. WHAT TYPE OF FIRING MECHANISM IS THE M-9 MOD I? |                                      |            |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------|
| No credit for magnetic or induc- tion alone.                                                                                            | ) MAGNETIC-INDUCTION                 | $\bigcirc$ |
| POINT TO CARDS AND THEN TEST SET DESCRIPTION AND SAY:                                                                                   |                                      |            |
| READ THESE CARDS AND THESE DIRECTIONS                                                                                                   |                                      |            |
| NO CREDIT UNLESS COIL IS PLACED BETWEEN SUSPENSION LUGS.                                                                                | 2) PLACES EXCITER COIL               | $\bigcirc$ |
|                                                                                                                                         | 3) EXCITER COIL AM-<br>PHENOL VISUAL | $\bigcirc$ |
|                                                                                                                                         | 4) SELECTOR SWITCH TO 3              | $\bigcirc$ |
|                                                                                                                                         | 5) OPER-ADJ TO ADJ.                  | $\bigcirc$ |
|                                                                                                                                         | 6) SETS TO 200 MA WITHOUT ASSISTANCE | $\bigcirc$ |
| WHEN MN ATTEMPTS TO ADJUST TO 200 MA ASK HIM:                                                                                           |                                      |            |
| WHICH SCALE ARE YOU READING?                                                                                                            | 7) REPORTS D SCALE                   |            |
| GNECREDIT IF MN LOOKS INTO CLOCK WELL AT TB-10 BEFORE GIVING FIRST                                                                      | 8) EXAMINES TB-10                    | $\bigcirc$ |
| LOOK.                                                                                                                                   | 9) DOES NOT CHANGE                   | $\bigcirc$ |

| CONFIDENTIAL                                                                                                                                                                                                       |     |                                         | *          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------|------------|
|                                                                                                                                                                                                                    | 10) | OPER-ADJ TO OPER                        | $\subset$  |
| WATCH MN DURING THE SETTING OF CONTROLS TO INSURE THAT HE CLOSES SWITCH A MOMENTARILY.                                                                                                                             | 11) | SWITCH A CLOSED MOMENTARILY             | $\subset$  |
|                                                                                                                                                                                                                    | 12) | SWITCH B CLOSED                         | $\subset$  |
| WHEN MN INDICATES THAT HE IS READY TO GIVE THE MECHANISM A LOOK, CHECK THE TEST SET CONTROLS AND PLACEMENT OF EXCITER COIL, SCORE HIS SETTINGS, MAKE ANY NECESSARY ADJUSTMENTS OR CHANGES AND CONNECT SEARCH COIL. |     |                                         |            |
| WHEN YOU HAVE FINISHED MAKING ADJUSTMENTS HAND HIM CARD NO. 2 AND SAY:                                                                                                                                             |     |                                         |            |
| PROCEED WITH THE TEST.                                                                                                                                                                                             |     |                                         |            |
|                                                                                                                                                                                                                    | 13) | STARTS WATCH WHILE<br>GIVING FIRST LCOK | $\Box$     |
|                                                                                                                                                                                                                    | 14) | GIVES BOTH LOOKS<br>WITHOUT ASSISTANCE  | C          |
| WHEN MN READS METER NO. I DURING THE CYCLE ASK HIM:                                                                                                                                                                |     |                                         |            |
| WHICH SCALE ARE YOU READING?                                                                                                                                                                                       | 15) | REPORTS F SCALE                         | $\bigcirc$ |
| IF MN DOES NOT REPORT OVER-ALL CYCLE TIME ASK HIM FOR THIS INFORMATION AND SCORE AS THOUGH IT WERE VOLUNTEERED.                                                                                                    |     |                                         |            |

NO CREDIT IF OVER-ALL ERROR

EXCEEDS 10 SECONDS.

16) REPORTS OVER-ALL

CYCLE TIME

G

## CONFIDENTIAL

IF MN HAS NOT ALREADY REPORTED FIRING INDICATION ASK HIM:

## DID YOU GET AN INDICATION OF FIRING ON THE TEST SET?

IF NECESSARY ASK HIM: WHAT WAS IT?

17) REPORTS FIRING

DISCONNECT SEARCH COIL LEAD AND INSURE THAT STATION IS READY FOR THE NEXT MN.

#### OPERATIONAL TEST - STATION 8

The following material typed on  $8\frac{1}{2}$  by il paper was presented to the subject as he began work.

#### TEST SET DESCRIPTION

The material on these pages is a revised version of Chapter 5, OP 1860, Mine and Depth Charge Test Sets.

TEST SET Mk 3, Mods 0, 1, AND 2

Test Set Mk 3, Mods 0, 1, and 2 measures resistance, voltage and current, and tests the operation of magnetic induction mines. All three modifications perform identical functions, and differ only in circuit details. The test set is used during assembly and issue testing of the units it tests.

# Section 5.1 General Description and Controls

#### GENERAL DESCRIPTION

Test Set Mk 3, is contained in a case and is equipped with gables for connecting it to the unit to be tested. When not in use, these cables are stored in a well in the case. The three modifications differ slightly in their front panel controls; these differences are noted in the paragraph describing the controls.

## CONTROLS, INDICATORS, AND CONNECTORS

THE TEST SET FRONT PANEL CONTAINS THE CONTROLS, METERS, AND CONNECTORS USED DURING CALIBRATION AND TEST PROCEDURES. THE MOD 2 TEST SET
CONTAINS A SWITCH WHICH IS NOT PRESENT IN MOD 0 OR MOD 1; MOD 0 CONTAINS
A SWITCH WHICH IS NOT PRESENT IN MOD 1 OR MOD 2; ENGRAVING AND TYPES OF
SWITCHES USED IN MOD 0 DIFFER FROM THOSE OF THE OTHER TWO MODIFICATIONS.
THE FRONT PANEL ELEMENTS INCLUDE THE FOLLOWING:

METER NO. 1 - THIS METER READS CURRENT OR RESISTANCE, DEPENDING ON THE SETTING OF THE SELECTOR SW AND THE OPER-ADJ SWITCH, ACCORDING TO THE FOLLOWING TABLE:

| QUANTITY              | METER NO. I | SWITCH POS | SITIONS            |
|-----------------------|-------------|------------|--------------------|
|                       | SCALE READ  | OPER - ADJ | SELECTOR<br>SWITCH |
|                       |             |            |                    |
| SHORT-CIRCUIT CURRENT | 0-50 AMP    | ADJ        | l                  |
| EXCITING CURRENT      | 0-100 MA    | ADJ        | 2                  |
| MINE CYCLE CURRENT    | O-10 AMP    | OPER       | 2                  |
| EXCITING CURRENT      | 0-500 MA    | ADJ        | 3                  |
| MINE CYCLE CURRENT    | O-10 AMP    | OPER       | 3                  |
| HIGH RESISTANCE       | 0-2000 ohms | ADJ        | 4                  |
| HIGH RESISTANCE       | 0-50 онмѕ   | ADJ        | 5                  |

SELECTOR SW AND OPER-ADJ SW - THESE SWITCHES ARE SET IN ACCORDANCE WITH THE ABOVE TABLE DURING TESTS.

R-I, R-2, AND R-3 OHM-METER ZERO ADJ - IN MOD O THESE CONTROLS ARE ENGRAVED, RESPECTIVELY, HIGH FINE, HIGH ADJUSTMENT-LOW FINE AND LOW COARSE ADJUSTMENT. When the SELECTOR SW is in position 2 or 3, these three controls are varied to produce the proper value of exciting current; the Lower one is the fine adjustment, the one below meter No. I is the medium adjustment, and the one below meter No. 2 is the coarse adjustment. When the SELECTOR SW is at position 4 or 5, the coarse adjustment is used to zero meter No. I.

IO AMP - I AMP SWITCH - THIS SWITCH OCCURS ONLY IN MOD 2. IT IS USED TO CHANGE THE METER RANGE FROM IO AMPERES TO I AMPERE (FOR GREATER ACCURACY IN READING BELOW I AMPERE) WHEN THE SELECTOR SW IS SET AT POSITION 2 OR 3 AND MINE CYCLE CURRENT IS BEING READ. (THIS SWITCH HAS BEEN TAPED IN THE 10 AMP POSITION AND SHOULD NOT BE TOUCHED.)

REV SW - (REVERSING SW IN MOD O') CLOSING THIS SWITCH CONNECTS THE EXCITING CURRENT TO THE EXCITER COIL. (WHEN SELECTOR SWITCH IS IN POSI-

PUSH BUTTON - THIS SWITCH OCCURS ONLY IN THE MOD O TEST, SET. IT
IS USED IN CONJUNCTION WITH THE REVERSING SW TO CONNECT THE EXCITING
CURRENT TO THE EXCITER COIL.

SW "A" - CLOSING THIS SWITCH MOMENTARILY, RESETS SS-9.

SW "B" - This switch must be closed before the SS-8 will cycle.

Closing it will cause the SS-8 to cycle home if it is not at home position.

METER No. 2 - THIS DC VOLTMETER IS DIRECTLY CONNECTED TO THE SOURCE TO BE MEASURED, AND READS VOLTAGES UP TO 15 VOLTS. DURING MINE OPERATION TESTS, IT INDICATES MINE FIRING.

50 AMPS BINDING POSTS - THE BATTERY CABLES USED DURING SHORT-CIRCUIT CURRENT TESTS ARE CONNECTED TO THESE BINDING POSTS.

EXCITER COIL BINDING POSTS (ENGRAVED EXCITER HIGH OHMS IN MOD O TEST SET) - THE EXCITER COIL IS CONNECTED TO THESE BINDING POSTS. IN THE MOD O TEST SET, HIGH RESISTANCE ALSO IS MEASURED THROUGH THEM.

OHMS BINDING POSTS (ENGRAVED LOW OHMS IN THE MOD O TEST SET) - BOTH HIGH AND LOW RESISTANCES ARE MEASURED THROUGH THESE BINDING POSTS IN THE MODS I AND 2 TEST SETS; ONLY LOW RESISTANCE IS MEASURED THROUGH THEM IN THE MOD O TEST SET.

CABLE CONNECTOR ON SIDE OF TEST SET - THE CABLE CONNECTING THE TEST SET TO THE MINE IS ATTACHED TO THIS CONNECTOR.

THE FOLLOWING INFORMATION TYPED ON CARDS WAS HANDED TO THE SUBJECT ALONG WITH THE TEST SET DESCRIPTION:

#### CARD No. I

YOU ARE TO MAKE AN OPERATIONAL TEST ON THE MINE MK 36 MOD I. THE INFORMATION YOU WILL NEED IS ON THE CARDS OR IN THE TEST SET DESCRIPTION. YOU DO NOT HAVE TO DEPEND ON YOUR MEMORY. THE ONLY

MODIFICATION THAT HAS BEEN MADE ON THE MINE IS A DISCONNECTED LEAD TO PREVENT YOU FROM ACCIDENTALLY GIVING THE MECHANISM A LOOK. THE EXAMINER WILL CONNECT THIS LEAD WHEN YOU ARE READY TO TEST. THE TEST SET AND THE COMPONENTS ARE IN ACCEPTABLE WORKING ORDER.

THE FOLLOWING INFORMATION WILL HELP YOU TO PRE-

- A. ALL CABLES HAVE BEEN PROPERLY CONNECTED FOR YOU, EXCEPT THE EXCITER COIL.
- B. THE SWITCHES OF THE CD-14 MECHANISMS ARE SET AS FOLLOWS:

DA SWITCHES IN OPERATED POSITION

S SWITCHES IN UNOPERATED POSITION

C. Use an exciting current of 200 milliamps for the test.

Tell the examiner when you are ready to give the mechanism a look. You will be graded on whether or not you can prepare for the test without assistance from the examiner. If you need help ask him.

THE CARD PRESENTED BETWEEN ITEMS 12 AND 13 INFORMED THE EXAMINEE THAT:

#### CARD No. 2

Two Looks of opposite polarity are required to fire the mechanism. During the first cycle of the firing mechanism:

- A. OBTAIN AN INDICATION OF FIRING ON THE TEST SET
- B. DETERMINE AND REPORT TO THE EXAMINER THE FOLLOWING:
  - I. OVER-ALL CYCLE TIME (FROM THE FIRST LOOK UNTIL THE MECHANISM STOPS CYCLING)
  - 2. CURRENT DRAWN BY THE FIRING MECHANISM WHILE IT IS CYCLING

#### ITEM CHARACTERISTICS

# OPERATIONAL TEST MINE MK 36-1 STATION 8

| ! TEM | DIAGNOSTIC<br>Scale | Percent<br>Success | Correlation<br>with Total<br>Score |
|-------|---------------------|--------------------|------------------------------------|
| t     | F                   | 47                 | .20                                |
| 2     | F                   | 62                 | •53**                              |
| 3     | P                   | 93                 | .46**                              |
| 4     | W                   | 53                 | .40**                              |
| 5     | FW                  | 67                 | .46**                              |
| 6     | PW                  | 35                 | •63**                              |
| 7     | W                   | 42                 | •64 <b>**</b>                      |
| 8     | FPW                 | 12                 | .41**                              |

| I TEM | DIAGNOSTIC<br>Scale | PERCENT<br>Success | CORRELATION WITH TOTAL SCORE |
|-------|---------------------|--------------------|------------------------------|
| 9     | W                   | 82 <sub>.</sub>    | .27*                         |
| 10    | W                   | 42                 | •5I* <del>*</del>            |
| . 11  | W                   | 45                 | .64 <b>**</b>                |
| 12    | W                   | 42                 | .64 <b>**</b>                |
| _13   | PW                  | 48                 | •50 <del>**</del>            |
| 14    | FP                  | 52                 | .43**                        |
| 15    | W                   | 18                 | .37**                        |
| 16    | PW                  | 18                 | •53 <del>**</del>            |
| 17    | W                   | 73                 | .35**                        |

AVERAGE DIFFICULTY 48% RANK ORDER 3

# SUGGESTED CHANGES

No CHANGE APPEARS NECESSARY.

## EQUIPMENT LIST

- A) MINE MK 36 Mod I, COMPLETELY ASSEMBLED (03 OPERATIONAL ASSEMBLY) WITHOUT PARACHUTE, AND INERT LOADED
- B) TEST SET MK 3 MOD 2
- c) Stopwatches, (one for subject, one for examiner)

# COMPONENT MODIFICATION

MINE MK 36 MOD !

- A) FIRING MECHANISM M-9 MOD I SET TO FIRE ON TWO LOOKS ... OF REVERSE POLARITY
- B) SS-8 AT HOME POSITION
- c) CD-14 SWITCHES

DA SWITCHES IN OPERATED POSITION
S SWITCHES IN UNOPERATED POSITION AND SET AT MAXIMUM DELAY

- D) TB-10 SET ON I AND REMOVED FROM CLOCK WELL
- E) ONE LEAD TO SEARCH COIL DISCONNECTED AT TERMINAL BOARD

TEST SET MK 3 MOD 2

A) SWITCHES SET AS FOLLOWS FOR EACH SUBJECT

OPER-ADJ AT OPER
REV SWITCH AT CENTER POSITION
SELECTOR SWITCH AT POSITION I
SWITCH A AT OFF
SWITCH B AT OFF
IO AMP-I AMP SWITCH AT 10 AMP (AND TAPED IN POSITION)
ALL 3 RHEOSTATS AT MINIMAL SETTINGS

B) Scales on face of left hand meter labeled with letters as follows:

A 0-2000 OHM
B 0-50 OHM
C 0-500 MA
D 0-100 MA
E 10-50 AMP
F 2-10 AMP
TO THE METER COVER GLASS)

- c) ALL CABLE CONNECTIONS CORRECTLY MADE FOR THE OPERATIONAL TEST EXCEPT EXCITER COIL
- D) EXCITER COIL IN TEST SET COMPARTMENT
- e) Meters Labeled with masking tape, meter No. 1 (Left Hand meter), meter No. 2 (Right Hand meter)



**BUTTON-UP** 

POINT TO CARD AND SAY:

| FOLI | OW | THESE | DIRECT | LONS |
|------|----|-------|--------|------|
|      |    |       |        |      |

IF MN STARTS TO USE TORQUE WRENCH (TOUCHES ON NUT) STOP HIM AND SAY: USE THE SPEED WRENCH TO UNBUTTON IT.

NO CREDIT IF MN STARTS WITH TORQUE WRENCH.

AFTER NEW GASKET IS ON THE MINES TELL THE MN: REPLACE THE DEFECTIVE GASKET. IF MN USES THE DEFECTIVE GASKET GIVE NO CREDIT FOR ITEM 2 AND DO NOT CORRECT HIM.

- 1) USES SPEED SOCKET WRENCH TO UNBUTTON
- 2) STARTS TO INSERT NEW GASKET
- 3) STARTS ALL STUDS BY HAND
- 4) SETS ALL STUDS TO MODERATE TIGHTNESS
- 5) USES TORQUE WRENCH
  ON ALTERNATE-OPPOSITE
  STUDS
- 6) RECHECKS ALL STUDS WITH TORQUE WRENCH
- 7) SETS ALTERNATE- (
  OPPOSITE STUDS WHEN RECHECKING

## BUTTON-UP - STATION 9

THE FOLLOWING INFORMATION TYPED ON A 3 BY 5 CARD WAS TAPED TO THE MINE CASE NEAR THE FILLING HOLE:

You are to remove the cover from the filling hole in the nose of the Mine Mk 36 Mod I, and inspect the gasket for defects. The cover plate is to be buttoned up for a drill plant. Set all nuts to 16 pound feet. Tell the examiner when you have finished.

#### ITEM CHARACTERISTICS

# BUTTON-UP STATION 9

| İTEM | DIAGNOSTIC<br>Scale | Percent<br>Success | Correlation<br>With Total<br>Score |
|------|---------------------|--------------------|------------------------------------|
| ı    | Р                   | 98                 | .17                                |
| 2    | Р                   | 70                 | •56**                              |
| 3    | Р                   | 98                 | .17                                |
| 4    | Р                   | 83                 | 11                                 |
| 5    | FP                  | 55                 | •51 <del>**</del>                  |
| 6    | FP                  | 73                 | .25                                |
| 7    | FP                  | 28                 | •54 <del>**</del>                  |

# AVERAGE DIFFICULTY 71% RANK ORDER 9 (LEAST DIFFICULT)

#### SUGGESTED CHANGES

THE ITEMS WHICH TURNED OUT TO BE INSIGNIFICANT AS FAR AS DISCRIMINATION IS CONCERNED WERE ALL TOO EASY. HOWEVER, IN VIEW OF THE DISSIMILARITY
OF THE JOB DONE AT THIS STATION WHEN COMPARED TO MOST OF THE OTHERS IT
WOULD PROBABLY NOT INFLUENCE VALIDITY TO RETAIN THEM. TWO ADDITIONS CAN
BE SUGGESTED:

- (1) PRESENT A SERIES OF GASKETS WITH VARYING DEGREES OF DEFECTS

  FOR ACCEPTANCE OR REJECTION.
- (2) Score how close the mineman came to the 15 foot-pounds re-

THE LATTER ADDITION WAS TRIED DURING THE 15 MAN PRELIMINARY TRYOUT BUT ABANDONED AS TOO RISKY AS FAR AS RELIABILITY OF SCORING WAS CONCERNED.

A CAREFUL PILOT STUDY EMPLOYING SEVERAL TORQUE WRENCHES AND A SETTING-UP OF NORMS FOR DIFFERENT EXAMINERS WOULD BE NECESSARY BEFORE USING THIS TYPE OF ITEM.

#### EQUIPMENT LIST

- A) Mine case, in this research the mine case employed at station  $\boldsymbol{\vartheta}$  was used
- B) TORQUE WRENCH (SPRING BAR TYPE)
- c) Speed socket wrench with appropriate socket
- D) NEW GASKET FOR NOSE-FILLING HOLE
- E) DAMAGED GASKET FOR NOSE-FILLING HOLE

## COMPONENT MODIFICATION

None other than damaging a gasket. The one used in this research also had paint on it since it was installed while the Mine case was being painted.

#### PERSONAL DATA SHEET

THE FOLLOWING FORM LABELED CRITERION PERFORMANCE TEST FOR MINEMEN WAS PRESENTED TO EACH MINEMAN AFTER HE HAD HEARD THE ORIENTATION TALK GIVEN BY THE EXAMINER IN CHARGE. EACH MAN WAS GIVEN A CHANCE TO EXAMINE IT AND TO BEGIN FILLING IT IN BEFORE STARTING HIS FIRST STATION. THE "FILLING IN" PROCESS WAS CONTINUED DURING WAITING PERIODS BETWEEN STATIONS, AND THE FORM WAS COLLECTED WHEN THE MINEMAN FINISHED HIS LAST STATION.

# CRITERION PERFORMANCE TEST FOR MINEMEN

| IDENTIFYING INFORMATION                             |                 |                |            |         |
|-----------------------------------------------------|-----------------|----------------|------------|---------|
| NAME (PRINT IN CAPITAL LETTERS)                     | LAST            | FIRST          | МІ         | DDLE    |
| 140                                                 | AGE (LAST BIRT) | HDAY)          |            |         |
|                                                     | SERVICE NUMBER  |                |            |         |
|                                                     | PRESENT RATING  |                |            |         |
|                                                     | TIME IN NAVY    | AND            |            |         |
|                                                     |                 | YEARS          | MONTHS     |         |
| WHAT OTHER RATES, IF ANY, HAVE YOU HELD BESIDES MN? |                 |                |            |         |
| CIVILIAN EMPLOYMENT HISTORY                         |                 |                |            |         |
| (START WITH MOST RECENT JOB)                        |                 |                |            |         |
| JOB TITLE                                           | WHAT DID YOU    | 00?            | HOW LONG   | (MONTHS |
|                                                     |                 |                |            |         |
|                                                     |                 | -              |            |         |
|                                                     |                 |                |            |         |
|                                                     |                 |                |            |         |
|                                                     |                 |                |            |         |
|                                                     |                 |                |            |         |
|                                                     |                 | İ              |            |         |
|                                                     |                 |                |            |         |
| CIVILIAN EDUCATIONAL HISTORY                        |                 |                |            |         |
|                                                     |                 |                |            |         |
| NUMBER OF FULL SCHOOL YEARS COMP                    | PLETED:         |                |            |         |
| GRAMMAR SCHOOL (FIRST 8 YEAR) OF                    | schooling) _    |                |            |         |
| Нідн зснооц                                         | Нідн            | SCHOOL MAJOR   |            |         |
| COLLEGE                                             | Coll            | EGE MAJOR      |            |         |
| Other (Include Nightschool, Trad                    |                 | SPONDENCE SCHO | OOL, ETC.) |         |

# NAVY SCHOOLS SUCCESSFULLY COMPLETED

| SCHOOL | Course | YEAR |
|--------|--------|------|
|        |        |      |
|        |        |      |
|        |        |      |
|        |        |      |
|        |        |      |

## NAVY EXPERIENCE AS MINEMAN

GIVE THE FOLLOWING INFORMATION AS NEARLY CORRECTLY AS YOU CAN.

| MINE                   | Number of Times<br>Assemble or<br>Disassemble | DATE WHEN<br>LAST DONE | OPERATIONAL<br>TEST<br>Number of<br>Times Done | DATE WHEN<br>LAST DONE |
|------------------------|-----------------------------------------------|------------------------|------------------------------------------------|------------------------|
| MARK 10 MOD 3, 5, 7, 9 |                                               |                        |                                                |                        |
| MARK 12-3              |                                               |                        |                                                | <del></del>            |
| MARK 13-6 OR 25-3      |                                               |                        |                                                |                        |
| MARK 25-0 OR 39-0      |                                               |                        |                                                |                        |
| MARK 25-1 OR 36-2      |                                               |                        |                                                |                        |
| MARK 25-2 OR 36-3      |                                               |                        |                                                |                        |
| MARK 26-1 OR 36-1      |                                               |                        |                                                |                        |

| FIRING<br>MECHANISM | Number of<br>Times Tested | DATE WHEN<br>LAST DONE | FIRING MECHANISM | Number of<br>Times Tested | DATE WHEN |
|---------------------|---------------------------|------------------------|------------------|---------------------------|-----------|
| A-3                 |                           |                        | M-5              |                           |           |
| A-5                 |                           |                        | M9-0 ·           |                           |           |
| A-6 AND A-8         |                           |                        | M9-1             |                           |           |
| M-3                 |                           |                        | M-II             | SURVEY SET SET FETTER     |           |

YOU MAY USE THE OTHER SIDE OF THIS PAGE TO REPORT ANYTHING ELSE ABOUT YOUR EXPERIENCE THAT HAS CONTRIBUTED TO YOUR ABILITY AS A MINEMAN.

# APPENDIX C

STATISTICAL DATA

#### APPENDIX C

#### STATISTICAL DATA

Some comment is necessary concerning some of the characteristics of a criterion measure described in Chapter II. This appendix presents a short discussion of these characteristics as they apply to the measure developed in this study. Some statistics about the measure are also presented.

LITTLE FURTHER NEEDS TO BE SAID ABOUT CONTENT VALIDITY. THE COMBINATION OF JOB ANALYSIS, CARRIED OUT IN PREVIOUS STUDIES, AND THE LOGICAL
ANALYSIS, DONE IN COOPERATION WITH SUBJECT MATTER SPECIALISTS IN THIS
STUDY, CAN BE EVALUATED AND A JUDGMENT ABOUT THE CONTENT OF THE MEASURE
MADE. THE DESCRIPTION OF THE ANALYSIS FOR CONTENT IS PRESENTED IN CHAPTER III.

Using the raw scores obtained from the administration to III minemen and the statistics on personal data about these men, correlations were computed. From these correlations estimates of <u>concurrent validity</u> can be made. A low correlation (.20) was found between the total score made on the test and GCT score. This suggests that differences in intelligence among the minemen contributed relatively little to their score on the criterion measure. Using a paper and pencil measure this low a correlation would be unlikely to occur. The correlation between the total score and months of service in the Navy was .50. School grades based on the elementary course at the U.S. Naval Schools, Mine Warfare, Yorktown,

VIRGINIA WHEN CORRELATED WITH TOTAL SCORE YIELDED .54.

No data are presented on the reliability of this criterion measure. The usual computations of test reliability have not been done, since such computations are meaningless for this kind of measure. This is so because of the diversity of the stations and of the items within the stations. What is needed, and this is suggested for possible future research, is the test-retest method of ascertaining reliability. Such a procedure would result in two measures of reliability which are important:

(1) EXAMINER CONSISTENCY, AND (2) ITEM CONSISTENCY.

THE CORRELATIONS OF EACH OF THE STATION SCORES WITH THE TOTAL CRITERION SCORES, AS WELL AS THE THREE DIAGNOSTIC SCALE SCORE CORRELATIONS, WHICH WILL BE FOUND IN THE COLUMN LABELED TG, HAVE BEEN CORRECTED FOR OVER-LAP USING THE FORMULA:

$$\Gamma_{\text{corrected}} = \frac{\Gamma_{xy} \mathcal{O}_{x} - \mathcal{O}_{y}}{\sqrt{\left(\mathcal{O}_{x}\right)^{2} + \left(\mathcal{O}_{y}\right)^{2} - 2\Gamma_{xy}(\mathcal{O}_{x})\left(\mathcal{O}_{y}\right)}}$$

TABLE 2 ALSO CONTAINS THE INTERCORRELATIONS OF THE STATION SCORES.

THAT THEY ARE NOT OF GREAT MAGNITUDE, IN THE MAIN, IS A FUNCTION OF THE STATION DIVERSITY. THIS IS TO BE DESIRED IN A MEASURE SUCH AS THE ONE DEVELOPED IN THIS RESEARCH. THE CORRELATIONS OF STATION 9 WITH THE REST ARE SOMEWHAT SUSPECT SINCE THAT STATION CONTAINS BUT SEVEN ITEMS WHICH WOULD MAKE FOR LOW RELIABILITY OF THE STATION.

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TABLE 2

| CORRE    | LAT | CORRELATIONS OF STATION |      | AGNOSTIC | SCALE S | CORES WIT | AND DIAGNOSTIC SCALE SCORES WITH TOTAL SCORE AND STATION INTERCORRELATIONS | CORE AND | STATION | NTERCOR | RELATIONS |
|----------|-----|-------------------------|------|----------|---------|-----------|----------------------------------------------------------------------------|----------|---------|---------|-----------|
|          |     |                         |      |          |         | STATI     | S N O                                                                      |          |         |         |           |
|          |     | ٢                       | 2    | 8        | 4       | 2         | 9                                                                          | 7        | 8       | 6       |           |
| S        | -   | • 56                    | .272 | .315     | .178    | .347      | .283                                                                       | •226     | .263    | 306     |           |
| TA       | 2   | •61                     |      | .432     | .377    | •509      | •274                                                                       | ,229     | .528    | .484    |           |
| TI       | 6   | •56                     |      |          | •406    | •326      | 388                                                                        | .281     | .462    | 396     |           |
| 0 1      | 4   | .42                     | 11   |          |         | 305       | .127                                                                       | .235     | .222    | 861.    |           |
| ıs       | 5   | 09*                     |      |          |         |           | .349                                                                       | .285     | .441    | .950    |           |
|          | 9   | .10                     |      |          |         |           |                                                                            | .224     | .252    | .159    | •         |
|          | 7   | •33                     |      |          |         |           |                                                                            |          | .114    | 090     |           |
|          | 8   | •54                     |      |          |         |           |                                                                            |          |         | .345    | e e       |
|          | 6   | .44                     |      |          |         |           |                                                                            |          |         |         |           |
|          |     |                         |      |          |         |           |                                                                            |          | ,       |         |           |
| D!AGNOS- | F   | •03                     |      |          |         |           |                                                                            |          |         |         |           |
| SCALE    | ۵   | 17.                     |      |          |         |           |                                                                            |          |         |         |           |
|          | 3   | 0.70                    |      |          |         |           |                                                                            |          |         |         |           |

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TABLE 3

| SIGNIFICANCE OF ITEMS MAKING UP THE STATIONS OF THE CRITERION MEASURE | NUMBER OF ITEMS PERCENT OF ITEMS INSIGNIFICANT SIGNIFICANT SIGNIFICANT ITEMS OF LEVEL OF LEVEL AT OR ABOVE OF LEVEL | 12 6 58 13 | 13 3 89 2 | 12 0 80 3 | 3 1 8 | 1 95 1 | 9 2 52 10 | 8 10 | 15 1 | 3 0 43 4 | 31 10 |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------|-----------|-----------|-------|--------|-----------|------|------|----------|-------|
| ING UP THE STATIO                                                     |                                                                                                                     | 9          | 3         | 0         |       | 5      | 2         | ***  |      | 0        |       |
| ANCE OF ITEMS MAK                                                     | 8 Z                                                                                                                 |            |           |           | 3     |        |           | 8    | 15   |          | 7     |
| SUMMARY OF THE LEVEL OF SIGNIFICA                                     | NUMBER OF ITEMS<br>IN STATION                                                                                       | 31         | 13        | 15        | 13    | 61     | 21        | 61   | 11   | 7        | Og.   |
| SUMMARY OF                                                            | STATION<br>NUMBER                                                                                                   | -          | 2         | ဧ         | 4     | 2      | વ્યુ      | 4    | 8    | o)       | TOTAL |

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TABLE 3 SHOWS A SUMMARY OF THE SIGNIFICANCE LEVEL OF THE ITEMS MAKING UP EACH STATION. THE INDIVIDUAL ITEMS AND THEIR CHARACTERISTICS HAVE BEEN PRESENTED IN APPENDIX B. IN TABLE 3 THE TOTAL NUMBER OF ITEMS IN EACH STATION AND THE NUMBER OF ITEMS SIGNIFICANT AT THE .01 AND .05 LEVEL OF CONFIDENCE ARE SHOWN. THE NEXT TO THE LAST COLUMN PRESENTS THE PERCENT OF ITEMS IN EACH STATION WHICH WERE AT OR ABOVE THE .05 LEVEL. THESE ARE REFERRED TO IN THE "SUGGESTED CHANGES" SECTIONS OF APPENDIX B AS SIGNIFICANT. THE LAST COLUMN OF TABLE 3 SHOWS THE NUMBER OF ITEMS WHICH WERE INSIGNIFICANT.

IN MAKING INTERPRETATIONS OF CORRELATIONS INVOLVING MINEMEN'S SCORES
IT SHOULD BE KEPT IN MIND THAT THE EXAMINERS KNEW THE MAN'S PAY GRADE WHILE
THEY WERE EVALUATING HIM. THIS KIND OF CRITERION CONTAMINATION IS DIFFICULT TO AVOID SHORT OF DRESSING ALL MEN ALIKE, AND USING EXAMINERS WHO
HAVE HAD NO PREVIOUS CONTACT WITH THE SUBJECTS.

ANOTHER PROBLEM, WHICH WAS ANTICIPATED AND WHICH DEVELOPED, WAS THAT OF PASSING INFORMATION. Some information was passed from men who had finished the stations to those who took them later. The information passed undoubtedly influence fact items more than performance items. No evidence is at hand which suggests a differential rate of information passing for the pay grades.

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